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ABSTRACT

This teaching package or unit is part of a sequence of materials developed by the Latin American Curriculum Project. Concepts, key ideas and facts introduced in earlier grades on socio-cultural patterns are reinforced by this multidisciplinary approach. The major topic emphasis is the history of the periods since the beginning of the Independence movements. A brief review of physical geography, and a survey of Latin American regions are included. Contemporary problems and cultural contributions are stressed in the last section. The suggested activities stress inquiry and reflective thinking through class discussion questions; pupils are expected to reach valid generalizations. Student abilities to handle independent reading, and to use the library are considered vital. The appendices contain these instructional materials: masters for transparencies, reading selections, country charts to be reproduced for class discussion. Additional texts are suggested including one for the slow learner. Adaptations can be integrated into world history, world geography, or world culture courses. Related reports are: ED 036 679, SO 000 019, SO 000 021, SO 000 022, SO 000 023. (SBE)

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LATIN AMERICA: A CULTURAL REGION OF THE WORLD*

(An Instructional Unit for Grades 8, 9, 10)

SO 000 020

Instructional Unit No. 4 (1968)
LATIN AMERICAN CURRICULUM PROJECT
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Latin America: A Cultural Region of the World

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Foreword

This unit treats Latin America as a cultural region from a multi-discipline point of view and with adaptations can be fitted into courses like world history, world geography, or world cultures commonly offered at grades 8, 9, or 10.

The author of this unit is Stiles N. Seay, a member of the Project staff and a former junior high school teacher. During 1966, Mr. Seay attended an Inter-American Institute in Santiago, Chile, under provisions of the Fulbright-Hays Act.

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Directors

Instructional Materials of the
Latin American Curriculum Project
The University of Texas at Austin

PRIMARY GRADES -- Individual lessons involve comparative study of families, schools, and communities between U. S. and Latin America.

MIDDLE GRADES -- "Latin America: Its Land, Story and Peoples" (8-12 weeks) contains an overview of Latin America's physical geography and history with half of the unit devoted to contemporary culture. Attention is given to the contributions of the Mayas, Aztecs, and Incas. Mexico and Peru are used to exemplify various items of content throughout the unit.

GRADES 8, 9, 10 -- "Latin America: A Cultural Region of the World" (4-5 weeks) stresses the regions within Latin America. Physical geography receives a brief review. History concentrates on Latin America and its civilization in comparison to other world regions. Brazil and the nations of Southern South America are the regions mainly used to exemplify the content.

SENIOR HIGH UNITED STATES HISTORY

1. "Establishment of the American Nations: Comparison of the Colonial Periods in Spanish and English America" (2 weeks) emphasizes the systems and institutions rather than individual explorers and leaders. This unit could be adapted for use in junior high American history.

2. "Contemporary Inter-American Relations" (2 weeks) points out areas of conflict and cooperation in U. S. -Latin American relations since 1945. Special attention is given to the Alliance for Progress; relationships with Cuba, the Dominican Republic, and Panama; and the settlement of the El Chamizal dispute with Mexico.

SENIOR HIGH ELECTIVE -- "Contemporary Latin America" (one-semester course) examines pertinent political, social and economic problems as well as Latin America's outstanding cultural contributions.

Introduction

This unit is a part of a sequence of materials for teaching about Latin America, grades 1-12. Concepts, key ideas and facts introduced in earlier grades are reinforced; a few key ideas, to receive greater emphasis in later senior high grades, are introduced. The unit is designed to extend over a four to five-week period. The main emphasis of the unit is Latin America as a cultural region of the world. Only a brief review of physical geography is included, and Latin American regions are briefly surveyed. History constitutes the longest section and concentrates on the periods since the beginning of the Independence movements. Problems and cultural contributions of contemporary Latin America are stressed in the last section.

This teaching "package" includes items in addition to the unit. The teacher can make the transparencies from the masters included in the Appendix. Reading selections, mainly by Latin Americans, appear in the Appendix. The teacher could make ditto masters of these and run off enough copies for each pupil, or they could be read to the class. A form for the "Latin American Countries" chart is in the Appendix; it also could be duplicated. The chart serves as a research exercise in Section I., as the basis for comparing countries in discussions of contemporary Latin America, and as the basis for the culminating activity. Schools participating in the "try out" of the unit should have available partial class sets of Ethel E. Ewing's paperback, Latin American Society (from the text by the same author, Our Widening World, A History of the World's Peoples, 2nd ed., New York: Rand McNally, 1961) and of Harold F. Peterson's paperback, Latin America, Culture Regions of the World Series, New York: Macmillan, 1966.

To show how other texts could be used for this unit, page numbers appear for the Leften S. Stavrianos and George I. Blanksten paperback text, Latin America, A Culture Area in Perspective, Boston: Allyn & Bacon, 1964, and are keyed to the content outline. For the history section, the paperback by George Pendle, A History of Latin America, Baltimore: Penguin, 1963, could supplement the basic text which the school has. It would also be desirable to have available several copies of the Leften S. Stavrianos book, Readings in World History, Boston: Allyn & Bacon, 1967.

Films, filmstrips, tapes and recordings for use with Latin American units are numerous. No attempt has been made to give specific recommendations for audio-visual materials, other than the

transparencies in the teaching "package." The teacher will want to select additional audio-visual material from what is available locally.

Since the unit is designed for late junior high or early senior high pupils, it relies on pupils' abilities to use the library and their own academic and artistic talents to present much of the content material to the class. The "Suggested Activities" stress inquiry and reflective thinking through class discussion questions. Pupils themselves should be able to reach valid generalizations about Latin American as a cultural region. For the slow learner, the teacher may wish to have the school purchase the Greater Cleveland Social Science Program pupil text: Area Study 3, Latin America, Cleveland, Ohio, 1967. This text was written for grade six, but no grade-level designation appears in the book. The teacher could adapt this text to the content presented in this unit and give greater emphasis to the geography and contemporary problems of Latin America.

Examination of sources appears in many of the "Suggested Activities." Wherever possible, encourage pupils to question the validity of authors' statements of opinion and of facts. Even the transparencies in the Appendix reflect inaccuracies as a result of inadequate statistical-gathering techniques in Latin America. Also, pupils should beware of reaching sweeping generalizations, even on the basis of the most exact statistics, without taking other factors into careful consideration.

Content Outline

I. Latin America: The Region

A. Latin America: A Cultural Definition
B. Latin American Physical Geography
C. Latin American Regions

II. Latin America: Its History

A. Pre-Columbian Period
B. Colonial Period
C. Independence Period
D. Early Nationhood to 1914
E. Latin America since 1914

III. Contemporary Latin America

A. Internal Problems
B. International Problems
C. Latin American Cultural Contributions

I. Latin America: The Region

A. For purposes of this unit, Latin America will be defined as those independent countries in the Western Hemisphere, south and southeast of the United States, whose cultural traditions set them apart from the English traditions of Anglo-America.

1. The official national languages of the Latin American countries are French in Haiti, Portuguese in Brazil and Spanish in almost all the remainder. These three European languages are based on Latin.

2. Approximately 95% of the Latin Americans are nominally Roman Catholics. Indian beliefs and practices persist; Vodun is practiced in Haiti, and other religions of African origins are found in Brazil; and many Latin Americans are non-practicing Roman Catholics. Yet, Catholicism is officially given as the religion of most people.

3. Roman law, as brought to the Americas by the French, Portuguese and Spanish and as modified by Napoleon Bonaparte's Code, is the basis for Latin American legal systems. In the United States and Canada, English common law provides the basis for their legal systems.

4. Literary and artistic traditions from Counter-Reformation Spain and Portugal influenced Latin America until French and United States influence became pronounced in the 19th and 20th centuries.

5. Latin America is a part of the technically less advanced nations of the world and shares economic problems of underdevelopment with these nations.

Suggested Activities	Materials
1. Show the transparency "The Americas."	1. Ewing, Latin American Society, pp. 605-06 Peterson, Latin America, pp. 63-66 Stavrianos and Blanksten, Latin America, pp. 10-12 & 58
2. What cultural differences and similarities do you see between Latin America and Anglo-America?	2. Ewing, Latin American Society, pp. 618-19, 645-46 & 658-59 Peterson, Latin America, pp. 67-73 Stavrianos & Blanksten, Latin America, pp. 12-14 & 61-63
3. Why do these differences and similarities exist?	3. Ewing, Latin American Society, p. 605 Stavrianos & Blanksten, Latin America, p. 59
4. If Spain had been able to maintain her claim to all of the Western Hemisphere, except that which belonged to Portugal, what might have been different about what is now Anglo-America?	4. Ewing, Latin American Society, pp. 624-25 & 660-63 Peterson, Latin America, pp. 82-92 Stavrianos & Blanksten, Latin America, pp. 24, 58 & 68

B. Physically, Latin America is a region of contrasts.

1. Latin America as a region is located more to the southeast than directly south of Anglo-America. Much of South America is closer physically and culturally to Europe than to Anglo-America.

2. Latin America was long regarded as a barrier to Europe-Asia sea trade. Today, the Panama Canal shortens that distance.

3. The continental United States is smaller in size than Latin America, but the former has more arable land and a more diversified economy.

   a. Mountain ranges with little level land for agriculture and highlands dominate much of Latin America's topography. These make transportation within and between nations difficult.

   b. Much of Latin America is in the tropics and has lowlands receiving heavy rainfall. Rainforests in the Amazon basin and Central America are difficult to clear for settlement or for construction of roads. Also, the soils of these areas are heavily leached of their minerals by copious rainfall and have poor potential for agriculture.

   c. Deserts in northern and west-coastal Mexico, in coastal Peru and northern Chile, and in Patagonia in Argentina prevent these countries from utilizing fully their land areas.

4. The Pampas give Southern South America a large, temperate plain suited to food production on a scale comparable to the United States and Europe. Other plains, including the llanos in Northern South America, the Mato Grosso in Brazil and the Gran Chaco in Southern South America, probably will be used for intensive agriculture and population settlement in the future if transportation and communication facilities can be provided.

5. Four major river systems dominate South America. The Amazon, Orinoco, Magdalena and Paraná-Uruguay (which form the Río de la Plata estuary) provide water transportation into the interior of much of South America.

Suggested Activities	Materials
1. Show the transparencies a. "Middle America, Surface Configurations" b. "South America, Surface Configurations and River Systems" c. "Factors Influencing Climate" d. "Rainfall in Latin America" e. "Population Islands"	Ewing, Latin American Society, pp. 605-06 Peterson, Latin America, pp. 6-15 Stavrianos & Blanksten, Latin America, pp. 6-10 Reading #1, "Portuguese Success in Brazil" Reading #2, "Effects of Geography"
2. From maps and globes available in the classroom, have pupils locate Latin America in relation to the United States, Africa, Europe and eastern Asia. Measure with a string the shipping distances for goods from major port cities of Brazil, Uruguay, Argentina and Chile to major port cities in the United States, Western Europe and Asia. Would it be correct to say that Latin America is "isolated" from the major world population centers? Explain. Compare Latin America's location relative to the world population and industrial centers to the location of Australia-New Zealand, Japan and the Union of South Africa.	
3. What roles have the Suez and Panama Canals played in world trade? How have they overcome the land barriers of Africa and South America? Which countries of South America have benefited most from the Panama Canal? Why?	
4. Based on land area figures found in your texts and supplementary materials, how large is the United States compared to Latin America? Why is the United States a more economically advanced country than Latin America as a whole? (Ask pupils to form hypotheses	

which they can test in light of subsequent study in this unit.) Do you think this will always be the case? Explain.

5. Have pupils do maps of Latin America's landforms, rainfall and natural vegetation. How do these maps help to explain the information on the transparency "Population Islands"? What role does accessibility play? Are these the only factors that affect where people live? Explain.

6. What examples show that physical geography affects a nation and its people? (Consider overland transportation difficulties in Andean Ecuador and Amazonian Brazil as compared to Uruguay and Argentina on the Pampas; potentials for hydro-electric power in southern Chile and Brazil; scarcity of rainfall in the Atacama Desert and Patagonia and the heavy rains of southern Chile and Amazonian Brazil.

7. To review physical geography, have a committee make up a crossword puzzle of names of Latin American physical features for the rest of the class to fill in.

8. Divide the class into six or seven groups. Have each group "parachute" into a different sparsely inhabited area of Latin America. Ask each group to decide how they will survive until they are rescued, how they will travel if they wish to return to population centers on their own and what directions they would give to rescuers if they had short-wave radios.

9. Based on Reading #1, cite examples of how man adapts to his physical environment in Latin America. Why does man try to change his environment through use of fertilizers, irrigation, draining of swamps and clearing of jungles?

10. From Reading #2, what generalizations can you make about Latin America's geography and its effects on the nations of Latin America?

11. Based on what you have learned in this review of physical geography, which author from Readings 1 and 2 has best explained the relationship between geography and man in Latin America? Explain.

C. For convenience, the independent nations of Latin America can be divided into six regions with common physical and/or cultural characteristics.

1. Mexico and Central America (Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama) have mountain ranges and highland plateau areas in which the majority of the populations live. Rainfall is light to moderate in the mountain and highland areas. The lowlands have heavy rains, and not many people live there. Indian populations are large except in Costa Rica whose citizens are largely of European descent. Some Negroes live on the coastal lowlands, and mestizos and mulattoes live throughout. Spanish is the official language of nations of this region, but numerous Indian languages are spoken except in Costa Rica. Central American nations are poor, have high illiteracy rates (except in Costa Rica), are dependent on one or two export products and have difficulties starting industries. Mexico has worked to diversify its economy and become less dependent on U. S. imports. Central America remains dependent on U. S. purchase of its products and supplying needed manufactured goods.

2. Cuba, the Dominican Republic and Haiti were once prize colonial possessions because of their sugar production. Today, the region is overpopulated; the majority of the people are poor and illiterate; and the economies are dependent on one or two export products bought mainly by the U. S. Negroes predominate in Haiti; mulattoes and some mestizos live throughout. The people of the Dominican Republic and Cuba are Spanish-speaking; Haiti's population speaks French and Creole.

3. Northern South America (Colombia and Venezuela, excluding Guyana) is united by a common history of being in the Viceroyalty of New Granada and of being liberated by Simón Bolívar. Physically, the two countries share the llanos and the northern branches of the Andes; both have southern areas drained by tributaries of the Amazon; both have areas of lowlands with heavy rainfall, uplands with wet-dry seasons and highlands with temperate climates. The Magdalena in Colombia and the Orinoco in Venezuela drain large areas of each country; at present, the Magdalena is of more economic importance to Colombia than the Orinoco is to Venezuela. About 78% of Colombians live in the Andean highlands; whereas most Venezuelans live in highlands near the Caribbean. Venezuelans are more homogeneous, with mestizos

Suggested Activities

1. Show the transparencies "Regions of Latin America" (two transparencies, "A" & "B").

2. Divide the class into six committees:
   a) Mexico and Central America,
   b) Islands of the Caribbean,
   c) Northern South America,
   d) Andean Countries,
   e) Southern South America, and
   f) Brazil. Ask each pupil to choose a country. Some large countries, such as Brazil, Mexico and Argentina, could be assigned to two or more pupils. Pass out to each pupil and ask that information be filled in on the assigned country from the "Latin American Countries" chart found in the Appendix. After two or three class periods of research in the library, have the committees meet to formulate generalizations about their region, rather than a recap of the details about each country. When the class meets as a whole, have one spokesman from each committee report to the class the generalizations reached by his group. When assigning the work, prior to the library research, urge pupils to cite their sources and to use at least three different sources. The "model" chart on Chile in the Appendix could serve as an example of the information needed for each of the categories.

3. Discuss these questions after the regional committee reports:
   a. Did you find conflicting information about figures such as per capita income, population, literacy, etc. ?

Materials

Only a few of the many materials available appear below.

Britannica Book of the Year, 1968

Collier's Encyclopedia, 1968

Dame, Latin America, 1968 (booklet)

Encyclopaedia Britannica, 1968

Encyclopedia Americana, 1965

Gunther, Inside South America

Hanke, Contemporary Latin America

Hanke, Mexico and the Caribbean (paperback, 1967)

Hanke, South America (paperback, 1967)

Inter-American Development Bank, Socio-Economic Progress in Latin America, 1967

Inter-American Development Bank Activities, 1961-1966 (booklet)

James, Latin America

Latin America '67 (booklet)

Roberts, Latin America, Newsbook, The National Observer

predominating than are Colombians who are whites, mestizos and mulattoes. Both economies are dependent on one export: coffee in Colombia and petroleum in Venezuela.

4. The Andean Countries (Peru, Ecuador and Bolivia) are dominated by the Andes. They have highland areas and wet lowland areas east of the Andes drained by tributaries of the Amazon. They were once part of the Inca Empire and the Vicercyalty of Peru. Large percentages of the populations are pure Indians with a minority of mestizos, whites and some mulattoes. The whites and mestizos rule the Indian masses who till their small holdings much as they did before the Spanish came. Unlike Mexico, Peru and Ecuador have not raised the status of being Indian to a point of national pride. Most of the peoples do not speak or understand Spanish, the national language in each nation, but retain their traditional Indian tongues. Peru and Ecuador view with some alarm the 1952 Bolivian Revolution which placed the Indian in a strong political position and began social reforms. Peru is attempting political, economic and social reforms to avoid such a revolution. Most of the peoples live in the highlands, and efforts to move Indians to sparsely-populated eastern lowlands are slow because the Indians are not accustomed to a lowland environment. Ecuador depends on banana exports and Bolivia on tin exports; Peru has a slightly more diversified economy.

5. Southern South America (Argentina, Chile, Paraguay and Uruguay) constitute a region for cultural and physical reasons. Culturally, Chile belongs with Argentina and Uruguay and physically with the Andean Countires (except that it does not have an Andean highland). Culturally, Paraguay stands alone, but belongs physically with Argentina and Uruguay. Chile is dominated by the Andes. The economically most important parts of Argentina, as in Paraguay and Uruguay, are located on the plains with a temperate climate. The Paraná-Uruguay Rivers drain this plains area. Cattle, meat, hides and wool are important products of the three countries, while copper is the most important Chilean product. The majority of the peoples of Chile, Argentina and Uruguay are European with some mestizos, are Spanish-speaking, have high educational levels and look with pride to their national capitals as cosmopolitan cultural centers. Paraguay is mostly Indian and mestizo; and Guaraní is spoken more frequently than the official Spanish, but Paraguay is culturally European.

Suggested Activities	Materials
b. Why do you think that sometimes different sources give different figures for the same fact such as area in square miles, percentages of people of different racial backgrounds, etc.? c. How is each of the regions affected by the geographic setting? d. What examples can you cite that man has "changed" his physical environment in Latin America? e. What are some common characteristics of Latin America that can be identified from the information presented by the regional committees? f. Why have scholars divided Latin America into different regions? Why not study Latin America country-by-country? g. From the facts which you have gathered for your country, what are some problems common to most of Latin America? (Ask pupils to make a list of these for future reference for Section III.) h. If you were to consolidate Latin America into just two or three countries, where might you draw the boundaries? Why? On an outline map of Latin America, draw the boundaries of these two or three countries and locate a capital for each. Explain why you chose this location for a capital. 4. Ask pupils to save their individual charts for future reference. When discussing contemporary Latin America in Section III., these charts will give pupils concrete facts from which to make generalizations.	The Statesman's Year-book, 1967-1968 The World Almanac, 1968 Véliz, Latin America and the Caribbean, A Handbook Also, pupils could consult recent volumes of the Readers' Guide to Periodical Literature.

6. Brazil, by virtue of its size and diversity, is considered a separate region of Latin America. Brazilians differ from Spanish Americans in that they speak Brazilian Portuguese and their country was settled by Portugal. It is the largest country in Latin America, produces large amounts of coffee, bananas and other plantation products, and has many mineral resources. The Amazon and its lowlands dominate the north and have few people, mostly primitive Indians; the northeast is largely a scrubland and semi-desert with a large Negro population which once worked large sugar plantations; the east coast, east of the Brazilian escarpment, is an area of tropical plantation agriculture; the central and southern uplands contain the most people, fertile land, minerals, industries and large cities. Brazilians are racially mixed as a result of intermarriage. Attempts to settle the sparsely-populated Mato Grosso and Amazon basin have not yet succeeded. Spiraling inflation, rapid population growth rates, rural-to-urban migration, falling export prices and the costly nature of starting industries, building a new capital and trying to finance more government services plague Brazil today.

5. On a series of small outline maps of Latin America, have pupils sketch only the major:

a. Rivers for transportation and indicate the major cities connected by rivers

b. Railroads and highways and indicate the major cities connected by the railroads and highways

c. Air routes and indicate the major cities connected by the air routes.

On a fourth map, show where the mountains are located. On another map, show where the major mineral resources and industries are located and label them. From these five maps have the class consider:

a. Why is it easier to get products from Iquitos, Peru, to the Atlantic than to the Pacific Peruvian port of Callão? What would be the shortest all-water route from Iquitos to Callão?

b. Why is it easier to ship goods from Trinidad, Bolivia, to the Atlantic than to La Paz, which is less than 200 miles away?

c. Why are there so few major railroads and highways connecting cities within a country and to neighboring countries' cities?

d. Which countries have the most widespread railroad network? Why?

e. Why has air transportation become important in Latin America? Why is it difficult to ship most raw materials by air? What are the transportation needs for Brazil to tap the resources of the Mato Grosso, for Chile to tap the forest resources of its southern regions, for Paraguay to tap the resources of the Gran Chaco?

f. From the transparency "Population Islands," why are population centers located where they are?

g. What are the relationships between population centers, natural resources, transportation routes and the location of cities? If accessibility to good transportation were the determining factor, why are major Latin American cities located where they are? What other factors also play a part in the location of major cities? Explain.

II. Latin America: Its History

A. Pre-Columbian America was inhabited by Indians who ranged in cultural development from hunting and gathering bands to complex empires.

1. Hunting and gathering Indians lived in the Americas from the northern-most areas of present-day Canada and Alaska to Tierra del Fuego. Indians are thought to have migrated from Asia to Alaska via the Bering Strait and to have spread southward throughout the Americas over several thousand years. Social organization was dominated by the family, the clan, the band and the tribe. The preoccupation with food gathering prevented more complex social organizations, and the scarcity of a stable food supply helped keep populations sparse and on the move.

2. Some Indians groups in North, Central and South America developed some agricultural communities supported by corn (maize) cultivation. When the land wore out from over-cultivation, the groups moved on to other areas. Even while farming, these groups continued to hunt and gather to supplement their corn crops. The social structure was organized around a chief and his tribal council of elders.

3. Civilizations developed in Meso-America (present-day Mexico and Central America) and in Andean America. A large population lived on the stable supply of corn and vegetables grown in the fields; hunting and gathering played a minor role in their dietary sources. These cultures began and thrived in the lowlands of Mexico, Central America, Peru and Ecuador and in the highlands of the Andes and of Mexico. Meso-American and Andean American civilizations built religious centers with palaces, temples, observatories and sports arenas (in Meso-America only); excelled in pottery, jewelry, statuary, copper-gold-silver metal working, cotton or wool textiles, some mural painting and construction engineering feats. Education was in the hands of the priests to perpetuate religious leaders and to provide administrative personnel. Meso-American civilizations developed pictographic writing and mathematics. Andean civilizations only developed primitive record-keeping systems through use of knotted strings. Neither of the civilization areas used the wheel for engineering or transportation purposes. They utilized irrigation works and fertilizers but used only primitive digging-stick, harvesting and threshing methods. Grain was stored in the religious centers; complex religions developed to explain life and appease the gods who controlled the environment.

Suggested Activities	Materials
1. Compare the primitive Indian hunting and gathering cultures of pre-Columbian America to those of pre-historic man in the Near East and to the aborigines of central Australia today. Consider: tools; sources of and ways of getting food; clothing; social organization; religion and mythologies; marriage and the family; position of women in the society; and education of the young to be members of the adult society.	1. & 2. (of content) Ewing, Latin American Society, pp. 606-08 Pendle, A History of Latin America, pp. 21-22 Peterson, Latin America, pp. 17 & 28 Stavrianos, Readings in World History, pp. 35-40 Stavrianos & Blanksten, Latin America, p. 14
2. From Reading #3, what support for the generalizations you have made in 1. (above) can you find in the lives of the primitive people of Tierra del Fuego? What difficulties do primitive peoples have when confronted by men of a higher level of civilization? Why?	Reading #3, "Physical Adaptations of the People of Terra del Fuego"
3. Why would Indian cultures based on some agriculture be more complex in structure than hunting and gathering cultures? What cultures in other regions of the world today depend on some agriculture heavily supplemented by hunting and gathering? What is their social organization as compared to pre-Columbian Indians of comparable development levels?	3. & 4. (of content) Ewing, Latin American Society, pp. 608-12 Pendle, A History of Latin America, pp. 22-27 & 39-46 Peterson, Latin America, pp. 28-34 Stavrianos, Readings in World History, pp. 42-78, 128-30, 406-23, 430-31 & 454-58 Stavrianos & Blanksten, Latin America, pp. 15-16, 46-48, 56-58 & 61-63
4. Show the transparencies a. "Early Civilizations" b. "Pre-Columbian Civilizations, About 1500." What would you say accounts for the fact that civilizations began earlier in Asia and Africa than they did in Meso- and Andean America? What evidence can you cite that there was cultural interchange between Meso- and Andean America? Do you think any	Reading #4, "The Importance of Corn in Pre-Columbian Civilizations"

4. The Incas in Andean America and the Aztecs in Meso-America united large empires. The Inca Empire was tied together by the Quechua language, a foot-runner highway system and a highly centralized government headed by the Inca, who was considered a god. The Incas provided social welfare "from the cradle to the grave" and required that the people live strictly following the laws and contribute their labor to major building projects. Aztec military might established an empire in the highlands of Mexico and held it together by conquest and alliances. Roads and bridges, heavy tribute, a central administration and priesthood-nobility under a priest-emperor unified the empire. Both empires were vulnerable to Spanish conquest because of being highly centralized and lacking the technological intruments of warfare which the Spaniards possessed. Playing on the allies' discontent with Aztec rule, Cortés conquered the Aztec Empire. Pizarro took advantage of a fight over the position of the Inca to conquer the Inca Empire. Also the Spanish had guns, cannon and horses to make them technologically superior to the Indian empires.

possibilities exist that cultural interchange occurred between the civilizations of Asia, Africa and Europe and those of Meso- and Andean America? Explain. Why are the Mayan religious city-states sometimes called the "Greek city-states of the New World"? Is the identification valid? Explain.

5. Compare the achievements of the Indian civilizations of Meso- and Andean America to those which developed in the Tigris-Euphrates, Nile, Yellow or Indus River Valleys. (Choose one of the early civilizations which the class has studied in depth.) Consider: why they started in a particular location; their agriculture,handicrafts, arts and buildings; their achievements in science, mathematics, transportation and commerce; their social organization; who ruled and who obeyed and why; the position of women; and education.

6. Do you agree with Arciniegas' statements in Reading #4 about the importance of corn to Pre-Columbian civilizations? Explain. What other factors may have been as important to their civilizations as was corn cultivation? Explain your suggestions.

7. Compare the structures of the Incan and Aztec Empires to those of the Chinese, Assyrian, Persian, Alexandrian or Roman Empires. (Choose one of the Old World empires which the class has studied in depth.) Consider: the bases of power of each; ways the empires were held together; who ruled and by what means; and why each eventually fell.

8. What might have happened to the New World civilizations had the Europeans not discovered the area?

B. Art, architecture, education and literature in Spanish and Portuguese colonial America followed European models adapted to American temperaments.

1. Spain and Portugal explored and colonized the Western Hemisphere during the Counter-Reformation. Art and architecture followed the Baroque styles with Roman, Moorish, Iberian and pre-Columbian influences. In wealthy areas of Spanish Meso- and Andean America, churches, palaces, homes of the wealthy, paintings and sculpture were executed from sketchy outlines sent from Spain, overseen by priests and imported architects, and done by Indians who had reached high levels in the arts before the Spanish arrived. Portuguese Brazil, being a poorer colony until the 18th century when gold and diamonds added wealth, did not produce achievements comparable to those of Spanish America. Spanish Americans and their Indian craftsmen produced beautiful works of art and architecture in Sucre, Lima, Cuzco, Quito, Mexico City, Puebla and other colonial cities. In the Viceroyalty of Río de la Plata, the Jesuits built the cathedral in Córdoba, one of the few outstanding examples of colonial architecture in what is now Argentina. Outstanding examples of Rococo architecture appeared in 18th-century colonial Brazil with the building of churches at Salvador, Recife and in the mining district of Minas Gerais, including Congonhas do Campo and the historical monument, the city of Ouro Preto.

2. Education started early in colonial Latin America. Spanish priests and Catholic monastic orders accompanied the conquistadores to teach Indians Christianity and agriculture, where the latter was not already practiced. Through missions from California to Florida southward to Argentina, Franciscans, Dominicans and Jesuits spread Spanish culture and technology. The Spanish crown, wishing to have an educated clergy and administration, established in 1551 the University of Mexico in Mexico City and the University of San Marcos in Lima. Other Spanish colonial universities followed the patterns established by these two. Secondary and university education concentrated on religious scholasticism and became academically sterile by the end of the colonial period. Portuguese Brazil did not have a university set up during its entire colonial period; no books were printed until 1808, three hundred years after Spanish American printing presses began. The Brazilian-Portuguese priests were not as well educated as Spanish American priests except for the Jesuits who were expelled from Brazil in 1759 and from Spanish America in 1767.

Suggested Activities	Materials
1. Show the transparency "Viceroyalties in Latin America, 1800."	Ewing, Latin American Society, pp. 616-28
2. For the art and architecture, have some pupils adept at drawing make line drawings of Baroque church façades, Rococo Brazilian churches, and some colonial homes in Lima or Mexico City. Ask these pupils to explain their drawings and sources of information to the class. On the opaque projector, show pictures of some colonial Latin American architecture, sculpture, decorative detail and painting. Consult the art teacher for suggestions of filmstrips or motion pictures which would illustrate colonial Latin American art and architecture. a. What role did the Indians of Meso- and Andean America play in the artistic life of colonial Latin America? Explain why? b. Why were the Baroque and Rococo styles the ones which predominated in colonial Latin America? c. Compare the art and architecture of colonial Latin America to that in Spain and Portugal, to France and Central Europe, and to India during the period 1500-1800.	Pendle, A History of Latin America, pp. 56-63 & 69-75 Peterson, Latin America, pp. 36-41 & 82-92 Stavrianos & Blanksten, Latin America, pp. 16-17, 22-25 & 58-63 Reading #5, "The Roman Catholic Church in New Spain" Reading #6, "A Sonnet"
3. Have one pupil report to the class what medieval scholasticism was in education and why it became a part of higher education in colonial Latin America and its influence on Latin American education today. Have pupils report on Spanish missions in California, Texas, Paraguay and Argentina and give	

3. There were no Latin American colonial contributions of note in drama and music. European plays, especially Spanish, and music were performed for the wealthy and for church functions. For instance, in Paraguay the Jesuits trained Guaraní Indians to play Baroque church music. However, the European guitar, combined with Indian woodwinds and African rhythms, produced music unique to Latin America for the common people.

4. In literary fields, colonial Latin Americans made important contributions. Many chroniclers, such as Garcilaso de la Vega (Royal Commentaries of the Inca - 1609) and José de Acosta (Natural and Moral History of the Indies - 1590) give us first-hand accounts of pre-colonial and colonial Latin America. Latin Americans excelled in poetry. Alonso de Ercilla y Zúñiga's "La Araucana" is the most famous of the colonial epic poems. Sister Juana Inés de la Cruz was one of the few female colonial scholars and poetesses. She and her mathmetician-scholar friend, Don Carlos de Sigüenza y Góngora, tried unsuccessfully to introduce to Spanish America the philosophies and sciences of the early part of the Enlightenment. Not until the 18th century did colonial Brazil produce important literary figures: Basilio da Gama ("Uruguay," an epic poem) and Tomaz Antonio Gónzaga (love poems). As in Spanish colonial America, the colonial Brazilians inaugurated poetry as the major Latin American literary endeavor until this century.

information about the functions of missions. Assign another report comparing the universities of Mexico City and San Marcos to Harvard and Yale. Ask the class to consider:

a. Why were universities set up early in Spanish America?

b. Why didn't Portuguese Brazil have colonial universities? What schools for higher education did Brazil have?

c. Why weren't women more prominent in colonial Latin American education?

d. What was the educational level of most people in colonial Latin America? In colonial English and French North America? Explain your answers.

4. Ask a pupil interested in music or music history to report on the colonial origins of modern-day Latin American music. Have the class compare the theater in colonial Latin America to that in English America. Consider the attitudes of New England as opposed to those of the southern English colonies.

5. If you have some pupils taking advanced Spanish or Portuguese, have them bring to class to read in translation and explain the significance of two or three examples of literature from Spanish and Portuguese colonial America. Why did the philosophies and sciences of the Enlightenment fail to permeate colonial Latin America? Consider the strong influence of the Counter-Reformation intellectual setting during which Spain and Portugal settled the Americas.

6. If you had been alive in 1650, where would you have rather lived: Rio de Janeiro, Mexico City or Boston? Explain.

7. Compare the colonial accomplishments of the Spanish, Portuguese, French and English in the Western Hemisphere.

8. Do you agree with the Paz interpretation in Reading #5 of the role of the Roman Catholic Church in New Spain? Explain. Do you think that Paz is giving a prejudiced, anti-Catholic viewpoint? If not, cite examples of a balanced review of the Church's activities in colonial New Spain. If so, cite examples of the Church's colonizing and missionary activities which might counter some of the author's statements.

9. Why was it that Sor Juana Inés de la Cruz (Reading #6) felt she could pursue her intellectual life only in a convent? Why do you think she used a poem rather than a prose letter to explain her reasons for intellectual activities to her critics? How does her work reflect the colonial literary patterns?

C. Creole Latin Americans became dissatisfied with European rule and won their independence during and after the Napoleonic Wars.

1. Conditions in colonial Latin America led to dissatisfaction with the mother countries. At first, all colonial administrative positions were filled with people born in the mother country. Later, wealthy creoles (Europeans born in the Americas) bought their way into lower administrative positions. Wealthy creoles held vast lands worked by Indian and mestizo peons and Negro slaves. Many of their sons were educated in Paris and brought back the revolutionary doctrines of the Enlightenment. Creoles began to feel more Mexican, Peruvian, Brazilian or Haitian than belonging to the mother country and her empire. The breakaway of the Thirteen English colonies served as an example of what a colonial people could do.

2. Napoleon Bonaparte conquered Spain and Portugal and set up puppet rulers. The ruling house and court of Portugal moved, on British ships, to Rio de Janeiro and made it the capital of the Portuguese Empire. In 1821, King John VI sailed back to Lisbon leaving his son Dom Pedro in control of Brazil. Under the influence of the teachings of José Bonifácio, Dom Pedro declared Brazil's independence from Portugal in 1822 and was crowned Pedro I, Emperor of Brazil, with Britain's navy to assure the success of the venture.

3. Napoleon's actions in Spain and commitments to his European wars sparked revolts in colonial Spanish America. Latin American Spaniards and creoles promised to remain loyal to King Ferdinand VII, Spanish king in exile, who promised them greater economic and political freedoms once Napoleon was defeated and the king was rightfully reinstated. After Napoleon was defeated, the powers at the Congress of Vienna agreed to support Ferdinand's resolve to keep Spanish America firmly in the king's grip. Feeling betrayed, more creoles and some Spanish Americans supported the Independence movement throughout Latin America.

4. Toussaint L'Ouverture, a Negro leader in Haiti, fought against French forces with an army made up of mutinous slaves and discontented affranchis (part Negro and French). He was captured and killed in 1803, but a year later, Haiti got its independence because French forces had to withdraw as a result of the soldiers' being ill from tropical diseases.

Suggested Activities	Materials
1. What experiences in self-government did the Thirteen English colonists have that Latin American colonists did not have? Why did these differences exist?	Ewing, Latin American Society, pp. 628-33 Pendle, A History of Latin America, pp. 84-124 Peterson, Latin America, pp. 42-46 Stavrianos & Blanksten, Latin America, pp. 17-18
2. Explain the significance of the time differences between the Thirteen English colonists' independence struggles and those of the Latin American colonists. What philosophies inspired both independence movements? Why?	
3. What were the complaints Latin American colonists had against their mother countries?	
4. Have five pupils present reports to the class on gaining independence in: a) Haiti, b) Mexico and Central America, c) New Granada, d) Southern South America, and e) Brazil. Ask these pupils to limit the names, battles and places to the most important, but to give a concise, clear overview of each area's independence movement. After these reports, have the class consider: a. What similarities and differences do you see in these five areas' independence struggles? Explain. b. Compare the reasons for the success of the Latin American colonists' winning their independence to those for the Thirteen English colonies. c. If broad-scale Latin American independence movements had started in 1776, what might have been the results?	

5. Francisco de Miranda began resistance to Spanish rule in New Granada in 1806. He was defeated by the Spanish, planned to flee to England, but was betrayed to the Spanish by some creoles, including Simón Bolívar. Bolívar took over the independence movement in New Granada and freed Venezuela, Colombia, Ecuador, Peru and Bolivia during the period 1810-1824. Bolivia split from Peru with Bolívar's help. By 1830, Ecuador and Venezuela withdrew from Gran Colombia, Bolívar's creation.

6. Fathers Miguel Hidalgo in 1810 and José Morelos in 1811 helped start the Mexican independence movement. Both were captured and killed by Spanish forces. Augustín de Iturbide accomplished in 1821 what Hidalgo and Morelos had started. In 1823 Central America became independent of Mexico and adopted the name United Provinces of Central America. Internal frictions dissolved that union; and by 1838, Costa Rica, Honduras, Guatemala, El Salvador and Nicaragua were separate countries.

7. In Southern South America San Martín freed Argentina and crossed the Andes to free Chile, with the help of Bernardo O'Higgins. He marched northward to help Bolívar's forces free Bolivia and Peru. At a meeting in Guayaquil with Bolívar in 1822, San Martín withdrew from leadership of the South American independence movement. Paraguay, under José Gaspar Rodríguez de Francia, severed from Argentina in 1811 and created a country whose capital was Asunción. Also in 1811, José Gervosio Artigas fought to free Uruguay from Argentine and Brazilian domination. Finally in 1830, with Great Britain's help, Uruguay became independent.

8. Great Britain gave encouragement to French, Spanish and Portuguese colonials' independence aims as a harassment to Napoleon until 1814. After 1814, Britain was anxious to check the growing influence of Russia and a resurgence of Spanish power. Britain supported Latin Americans' fighting for independence through some direct help and the protection of the British navy that assured the continued independence of the new nations. Great Britain and the United States wanted independent Latin American nations with whom they could trade freely.

d. Compare the independence movements in Anglo- and Latin America to those in Africa and Asia since World War II.

5. Arrange a "mock" meeting of the Congress of Vienna in 1815 to consider the question of supporting Spain's continued claims in the Americas. San Martín has taken out time from his military duties to attend this meeting. Ask one pupil each to assume the roles of von Metternich, Alexander I, Frederick William III, Castlereagh, Talleyrand as the French observer and San Martín. Have each pupil do preliminary research in order to present realistically the individual views expressed at the meeting.

6. Compare the role the British played to the role which the United States played in the Latin American independence movement.

7. Why did the former Spanish viceroyalties break up into several separate countries? Consider the Viceroyalty of Rio de la Plata as a case study. Why did Brazil remain one country after gaining its independence? Why did the United States maintain its unity until the period 1861-65 and afterward? Cite examples in Southeast Asia, India and Africa of countries which split apart from consolidated former colonial unities? Why did these former colonial areas fail to maintain their unity?

D. From 1825-1914, Latin American nations perpetuated social, political and economic patterns established during the colonial period.

1. Latin American countries' governments were in the hands of "strong men" leaders. While democratic, written constitutions existed, their provisions for strong executive powers and the traditions of authoritarian rule prevented the growth of viable democracies. Juan Manuel de Rosas in Argentina, José Gaspar Rodríguez de Francia in Paraguay, and Santa Anna in Mexico exemplified the Latin American dictators. Brazil continued under the rule of two successive emperors, Dom Pedro I and II, until 1889, when military dictators began their rule.

2. Since agriculture was the chief means of making a living and since the creole landowners controlled the great majority of agricultural lands, landowners continued to dominate the political, social and economic life of the new Latin American nations. Indians, Negroes, mulattoes, mestizos, many whites and most European and Asian immigrants tilled small plots of poor farmland and/or worked as peons for the large landowners. Educational levels remained very low for these majority peoples in Latin America.

3. Latin American countries continued their dependence on the production of a few agricultural goodsand raw materials for export and on the importation of manufactured goods; whereas, Great Britain, France, the United States and Germany developed economies based on the production and export of manufactured products. For example, Brazil depended mainly on coffee exports; Argentina and Uruguay on meat, hides and wool; and Chile on nitrates and copper.

4. Entrepreneurs from Great Britain, France, Germany and, increasingly, the United States invested heavily in Latin American economies. These investors built public transportation and communication facilities and opened up more areas for raw-material exploitive industries. Chile's mineral industries and Argentina's beef industry profited greatly from railroad-building financed largely by Great Britain.

5. The United States invested heavily in Porfirio Díaz's Mexico, in Cuban sugar plantations and in other countries or dependencies bordering the Caribbean. In part to protect these investments, the United States, disregarding the increasing distrust of most Latin American nations, interfered in the internal affairs of several Caribbean nations or dependencies.

Suggested Activities	Materials

1. Show the transparency "Local Government in Nineteenth-Century Latin America."

2. Have four pupils give reports on Santa Anna, Rosas, Francia and Díaz. Ask these pupils to concentrate on the personalismo (personal prowess and magnetism) characteristics of each of these caudillos ("strong men") and how they gained and maintained their power. Based on Reading #7, consider with the class the following questions:
   a. What common characteristics did each of these caudillos have? Why were these characteristics important?
   b. Why were they able to achieve their positions of power?
   c. Do you think emperors or monarchs like Europe had would have ruled better than the caudillos? Use Brazil as an example. Defend your opinions.
   d. Why didn't strong democracies develop in Latin America during the 19th century?

3. Compare the ways most people made a living in Latin America to those in the United States during the period 1825-1914. Consider: agricultural land holding; agricultural labor; rural extension services provided by the governments; educational opportunities provided for the majority of people.

4. What are the economic advantages and disadvantages of a Latin American country's concentrating on production of one or two export products? Why did France and Germany become industrial nations during the 19th

Ewing, Latin American Society, pp. 636-44

Pendle, A History of Latin America, pp. 125-85

Peterson, Latin America, pp. 46-51 & 52-56

Stavrianos, Readings in World History, pp. 532-42

Stavrianos & Blanksten, Latin America, pp. 18-21, 25-28 & 50-51

Reading #7, Chevalier, "Roots of Personalismo"

Reading #8, "A Latin American's View of the Monroe Doctrine"

Reading #9, Ferns, "Britain and Argentina"

6. In a period of growing nationalism in Western Europe, Latin American leaders suggested, as early as Simón Bolívar in 1826, a Pan American union for international and hemispheric cooperation and as a stay to the growing power of the United States. Conferences, attended by a few nations, met in the nineteenth and early twentieth centuries. In 1910 the Pan American Union was formed. Pan American meetings discussed matters of common concern, such as commerce, international law and control of yellow fever and cholera. Some countries, particularly Argentina, failed to ratify resolutions passed by the Pan American Union representatives. Many nations felt the Union was dominated by the United States. However, the Union pioneered the way for international cooperation.

century? Why did Latin American nations fail to industrialize during that century?

5. How did foreign investors help the Latin American nations during the 19th century? Give specific examples from Southern South America and Brazil. What were the dangers of excessive foreign investments in Latin America? Explain. Compare the influence of foreign investors in Latin America to the European nations' gaining "spheres of influence" in China during the 19th century.

6. Do you think Ferns' article in Reading #9 succeeds in proving that Argentina was not a British sphere of influence? What evidence does he cite to support his point? How might an Argentine today view the investment role Great Britain played in Argentina from 1890 to 1939?

7. Based on Reading #8, why did Latin American nations begin to resent the growing power of the United States during the latter part of the 19th century? Give specific examples and explain how the United States became involved in Mexico, Cuba, Central America and Venezuela.

8. Ask one pupil to report on the Pan American movement up to 1910. Have the class consider:

a. Why did Simón Bolívar's ideas of a Pan American union fail in the late 1820's?

What roles did the United States' growth in military power, expansion of the Monroe Doctrine and desires for overseas markets and

colonies play in the formation of the Pan American Union in 1910?

c. Why did Argentina and some other Latin American countries refuse to ratify many of the Pan American Union's resolutions? Explain.

E. World events since 1914 have forced Latin American nations to reexamine many of their institutions.

1. World Wars I and II, particularly the latter, resulted in the loss of manufactured goods from the United States and Western Europe. This helped Latin American countries realize that they needed to start their own industries. Brazil, Argentina, Chile and Mexico have made substantial industrialization gains. However, lack of readily accessible coal for iron-steel industries, of domestic investment capital, and of large internal or external markets has prevented even these countries from becoming major industrial nations.

2. Latin American countries realized how dependent their economies were on world market prices of products they exported. They began to diversify their economies. Mexico and Peru have diversified enough so that market-price fluctuations do not completely upset their economies. Castro's Cuba is trying to overthrow sugar's supremacy. The economies of Brazil, Chile, Argentina, Uruguay and Venezuela still depend heavily, as do most Latin American economies, on raw-material exports.

3. Latin American countries have participated actively in the League of Nations and the United Nations to offset the power of the "Colossus of the North." Relations between the United States and most Latin American countries improved with the Good Neighbor Policy, some solidarity during World War II, Peace Corps efforts and the O. A. S. 's Alliance for Progress. But the United States' actions in the Dominican Republic's crisis and attitudes toward communist expansion and the Cold War disturb many Latin Americans.

4. Lower mortality rates and high birth rates have resulted in a population explosion alongside Latin Americans' rising expectations. Governments have had to increase their services to individuals and communities and to attack basic social problems. Due in part to these factors most Latin American countries feel a greater economic affinity to the underdeveloped new nations of Asia, Africa and Red China than to Western Europe, the United States, Australia-New Zealand, Canada, Japan or the Soviet Union.

Suggested Activities	Materials
1. Have three pupils give reports to the class on a) Chile's Nitrate Industry, Boom and Bust; b) Brazil's Rubber Industry, Boom and Bust; and c) Venezuela's Petroleum Production. Request that the reports stress the economic effects of these booms and busts at the time on Chile and Brazil and the effects of petroleum production on Venezuela. Ask the class, in light of these reports, to reexamine their conclusions to the question in "Suggested Activities" II. D. 3. on advantages and disadvantages of a country's dependence on one or two export products.	Ewing, Latin American Society, pp. 644-45 Pendle, A History of Latin America, pp. 186-227 Peterson, Latin America, pp. 57-62 & 117-41 Stavrianos, Readings in World History, pp. 442-53, 459-68 & 481-84 Stavrianos & Blanksten, Latin America, pp. 31-42 & 51-53 Reading #10, "Latin American Economic Underdevelopment"
2. What characteristics of Latin American underdeveloped economies does Urquidi give in Reading #10? What examples can you give to show that no nation's economy is completely autonomous? What "unfavorable repercussions on other aspects of the domestic economy" might develop in Chile if the price of copper were to drop or increase a great deal on the international market? Why will Latin American countries have problems getting price stabilization for their export commodities? Explain.	Reading #8, "A Latin American's View of the Monroe Doctrine"
3. Ask two pupils to report to the class: a) The Effects of Juan Perón's Industrialization Programs in the 1950's on Argentina's Economy; and b) A Comparison of the Effects on the Economies of Chile, Brazil and Mexico of Industrialization Efforts.	

4. Request that two teams debate: "Resolved: that the United States has the right to intervene in the internal affairs of a Latin American nation to prevent further communist gains in the Western Hemisphere."

5. What examples since 1945 can you cite to support and to counter Quintilla's statements in Reading #8? What solutions would you offer to eliminate many Latin Americans' resentment of the Monroe Doctrine as it is interpreted today?

6. What would the underdeveloped nations of Asia, Africa and Latin America have as common economic problems? What effects do lower mortality rates, high birth rates and population explosions have on their efforts to improve living conditions for their peoples?

III. Contemporary Latin America

A. Internal problems occupy much of the creative energy of Latin Americans and their governments.

1. Dictatorships and rule by military juntas continue in Latin America. Alfredo Stroessner, Juan Perón and Pérez Jiménez exemplify 20th-century Latin American dictators who suppressed opposition. Brazil's Getúlio Vargas ruled with a more permissive attitude toward his critics. Uruguay, Chile, Costa Rica and Mexico provide examples of stable contemporary democracies.

2. Political parties have taken the initiative in educating the masses to be more politically aware. Where free elections are the rule, they have upset some of the traditional hold of the landed aristocracy and well-to-do businessmen.

3. Latin American governments have pressing problems to solve. Tax reforms and land redistribution top the list. Governments try to provide for better health and medical services, more and better rural and urban housing, extension services to farmers, extended transportation and communication facilities, public utilities to rural and urban areas, and education for literacy and living in a technologically modern world. These goals are difficult to realize in the face of heavy rural-to-urban migration, rapid population growth rates and limited tax resources.

4. Large percentages of Latin American populations are under 15 years of age, need to be supported by elders and need to be educated. These factors necessitate finding or creating jobs for parents and providing more schools and teachers.

5. To eliminate the necessity of importing foodstuffs, Latin American governments encourage greater yields from existing farmland and open up new areas for settlement wherever possible. Manufacturing industries receive encouragement to stop money drains to industrialized nations to pay for manufactured imports.

6. For internal development, Latin American countries wrestle with the problem of securing investment capital. Wealthy nationals invest their money in land and in United States and Western European banks to counteract inflation of their national currencies. Agitation of political parties and feelings of national pride against foreign investment discourage foreigners

Suggested Activities	Materials
Much of the following discussion should be based on information pupils found for their particular country for the "Latin American Countries" chart.	Ewing, Latin American Society, pp. 645-60
1. Show the transparencies a. "Latin American Exports: Depending on One or Two Export Products" b. "Population Growth: Past and Present" c. "Occupation" d. "Literacy" e. "Life Expectancy" f. "Land Distribution in Latin America" g. "Land Distribution in Argentina" h. "Land Distribution in Brazil"	Pendle, A History of Latin America, pp. 161-227 Peterson, Latin America, pp. 57-59, 72-73, 74-81 & 93-113 Stavrianos, Readings In World History, pp. 459-84, 495-96 & 500-07 Stavrianos & Blanksten, Latin America, pp. 28-32, 42-46 & 51-52
2. What kind of government does the country you researched have? Compare the type of government your country has to that of other Latin American countries.	Reading #7, Arciniegas, "Is a Caudilla Possible?" Reading #9, "Foreign Investment in Latin America" (all three selections)
3. Have four pupils give short oral reports on Juan and Evita Perón, Alfredo Stroessner, Pérez Jiménez and Getúlio Vargas. Why was each able to get and keep his power? What did each do as leader to improve his country?	
4. What personalismo characteristics did Evita Perón have, based on your Reading #7, to help keep Juan Perón in power? Is her power unusual in Latin America for a woman? Explain.	
5. What roles have political parties had in elevating Latin American dictators to power or destroying their power? Why are political parties becoming powerful in Latin America?	

from starting broad-scale new operations in Latin America. The World Bank and the Inter-American Development Bank have helped to solve the problems of a loan source free of the possibilities of foreign dictation on internal policies.

6. What pressing problems does your country have? What are problems which are common to Latin America? What is your country doing to solve its problems? Why doesn't it do more?

7. How would more industries, better distribution of agricultural land and more land under cultivation help ease the unemployment and urbanization problems in your country?

8. What is the per capita income of your country in comparison to that in other Latin American countries? Literacy rate? Export products and countries buying those products? Work of people? How does your country differ from other Latin American countries on these?

9. Have a pupil report to the class on the Rio-São Paulo industrial area of Brazil. After the report, ask the class to consider: What are the advantages and disadvantages of this area as an industrial complex? What have been the roles of foreign immigration, concentration of population, natural resources, transportation, ports and foreign investments in the growth of this area? Would this area provide a model for other industrial complexes in Latin America? Explain.

10. Why is it significant that such a large percentage of Latin Americans are under 20 or 15 years of age? What difficulties now and in the future, arise for a nation's government when this is the case?

11. From Reading #9, "Foreign Investment in Latin America," contrast the three views. Which do you think is the most accurate view of foreign investment in Latin America as a whole? The least accurate? Explain. Why has each author put forth his particular view on foreign investment?

12. What alternatives do Latin American countries have to foreign investments? Will individual and company foreign investments cease to be a factor in Latin American economic development? Explain. What has the United States done through the Alliance for Progress and the Peace Corps to counter the criticisms voiced by Paíz in Reading #9?

B. International problems receive wide attention in Latin America. The changes in attitudes of the United States toward Latin America are of concern: 1820's-1880's, paternalistic; 1890's-late 1920's, direct intervention; 1930's-1940's, Good Neighbor Policy; since World War II, direct intervention and renewed cooperative efforts. The United States is often distrusted and disliked because it is wealthy, powerful and near; Red China and the Soviet Union seem far away to Latin Americans. United States intervention in the Dominican crisis in 1965-66 reinforced Latin American suspicions of the United States. Also, United States tacit approval of dictators such as Jiménez and Dr. François Duvalier angered Latin American liberals who strive to democratize the selection of national leaders.

Suggested Activities	Materials
1. What changes do you see in United States policy since 1945 toward Latin America? Why did Latin America become a world area of greater importance to the United States from 1945 to 1960 than it previously had been. Why did Latin Americans resent the United States' giving much more aid to a former enemy, Germany, than to hemispheric allies? Why might Latin America be suspicious of the United States' efforts since 1960 to pay more attention to the area?	Ewing, Latin American Society, pp. 664-65 Peterson, Latin America, pp. 59-62, 113-16 & 132-41 Stavrianos, Readings in World History, pp. 448-53 & 507-12 Stavrianos & Blanksten, Latin America, pp. 34-36 & 53
2. Why did the United States support Latin American dictatorial regimes, such as the Jiménez regime in Venezuela, but now doesn't recognize a new dictatorship until most Latin American countries have done so, as in the 1966-Argentine case? Does this reflect a new attitude on the part of the United States? Will it help United States-Latin American relations? Explain.	

C. Latin American cultural contributions reflect a rich heritage from pre-Columbian, colonial and immigrant sources.

1. Poetry still dominates the Latin American literary endeavors. The novel is becoming a literary medium through which Latin Americansexamine their culture. Following colonial and early national traditions, social scientists continue to excel in history, economics, anthropology, sociology and political science. Political and diplomatic leaders are often "men of letters."

2. Latin American music represents the fusion of cultural and racial diversity. African percussions and rhythms, Indian woodwinds and the European guitar combined to create a unique Latin American music. Its popularity has spread to other world regions with the rumba, samba and bossa nova.

3. Art and architecture in contemporary Latin America receive their inspiration from pre-Columbian and modern forms. Mexico's painters and muralists have received world-wide acclaim for their imaginative use of color, design and expression of national aspirations. Mexican and Brazilian architects have designed modern, innovative buildings which are functional and beautiful.

4. Cultural influences from the United States enter Latin America through popular music and recordings, motion pictures, architecture designs and novels. Many Latin Americans fear that some United States cultural influences will break down extended family ties, male dominance in the home, protection of women and girls and respect for elders, cultural traits dear to most Latin American hearts.

Suggested Activities	Materials
1. From Readings 11-14, how do art and literature reflect the feelings of Latin Americans? Give specific examples from each one of the reading selections. Do you think Latin American literature should have a wider world readership? Explain.	Ewing, Latin American Society, pp. 660-63 Peterson, Latin America, pp. 82-92 Stavrianos, Readings in World History, pp. 485-88, 491-94 & 497-500 Stavrianos & Blanksten, Latin America, pp. 55-69 Reading #11, "Cultural Effects of the Mexican Revolution" Reading #12, "Selection from The Underdogs" Reading #13, "A Chilean Poem" Reading #14, "A Guatemalan Poem"
2. Show pictures of modern Latin American buildings on the opaque projector. Have some pupils who draw well make line drawings of modern buildings in Rio de Janeiro, Brasilia and Mexico City. Ask these pupils to show the class their drawings and explain the architectural uniqueness of these buildings.	
3. Consult the music teacher in your school for recordings and tapes which would exemplify contemporary Latin American music. What current United States songs and dances show Latin American influence?	
4. Consult the art teacher for filmstrips, motion pictures and color prints to show pupils examples of 20th-century Latin American art. Have one pupil explain and show examples of some of Diego Rivera's paintings and murals. Ask this pupil to point out evidence in the paintings of Rivera, the artist's political views, the influences on him of pre-Columbian art, his sympathies for the poor and the Indians, and his sympathies for the ideals of the Mexican Revolution.	
5. Ask the class to name one or two recent popular motion pictures which portray aspects of life in the United States today. If an Argentine	

Suggested Activities (Continued)

teenager saw this motion picture, what would he think of the United States? Would his parents resent it if the Argentine teenager emulated United States behavior as presented in that or those movie(s)? If so, explain why. Why might the United States have a "bad" image in Latin America as a result of the popularity of some of our films? Should films be censored before they leave our country to show only the "good" side of United States life? Explain your arguments.

Culminating Activities

Have each pupil use the "Latin American Countries" chart which he filled out for Section I.:

1. Write a campaign platform for one of your country's political parties (conservative, democratic or leftist) for an upcoming election. Take a stand on each of the major problems your country is facing so that you will be able to win in a free, honest election in which the vast majority of the adults will be voting. You must explain the positions your party is taking on each issue and propose solutions so that all the people who read or hear this platform will understand it.

2. You have been asked to write a five-paragraph article about your country for a Pan American Union publication. You are to have one paragraph each for the physical geography, history, economy, politics and contemporary culture to explain your country. Remember that you will want to present a positive picture.

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For additional bibliographies, the teacher and pupil should refer to the following publication of the Latin American Curriculum Project:

Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources, Bulletin No. 2, 1967, 71 pp.

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APPENDIX

QUOTES FROM THE READINGS ON

PAGES 49-63 HAVE BEEN DELETED

TO ADHERE TO COPYRIGHT LAWS

TABLE OF CONTENTS FOR READINGS

READING # 1 - Portuguese Success in Tropical Brazil
Gilberto Freyre, The Masters and the Slaves (New York: Knopf, 1964), pp. 23-25.

READING # 2 - Effects of Geography
Roberto Koch Flores, "Education in the Americas; A Comparative Historical Review, "Department of Educational Affairs Challenges and Achievements of Education in Latin America (Washington, D.C.: Pan American Union, 1964), pp. 27-28.

READING # 3 - Physical Adaptations of the People of Tierra del Fuego
George F. Carter, Man and the Land, A Cultural Geography (New York: Holt, Rinehart & Winston, 1964), pp. 322-23.

READING # 4 - The Importance of Corn in Pre-Columbian Civilizations
Germán Arciniegas, Latin America: A Cultural History (New York: Knopf, 1967), p. 22.

READING # 5 - The Roman Catholic Church in New Spain
Octavio Paz, The Labyrinth of Solitude, Life and Thought in Mexico, (New York: Grove, 1961), pp. 101-05

READING # 6 - A Sonnet
Sor Juana Inés de la Cruz, "Soneto," Enrique Anderson Imbert and Eugene Florit (eds.), Literatura Hispanoamericana, (New York: Holt, Rinehart and Winston, 1960), p. 130.

READING # 7 - The Caudillo(a) in Latin America
Francois Chevalier, "The Roots of Personalismo," Hugh M. Hamill, Jr. (ed.) Dictatorship in Spanish America, (New York: Knopf, 1966), pp. 50-51.

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READING # 8 - A Latin American's View of the Monroe Doctrine
Luis Quintanilla, "Latin American Speaks: U.S. Against US," Donald M. Dozer (ed.), The Monroe Doctrine, Its Modern Significance (New York: Knopf, 1965), pp. 158-159.

READING # 9 - Foreign Investment in Latin America
H.S. Ferns "Britain and Argentian: Laissez-Faire Imperialism?", Marvin D. Bernstein, Foreign Investment in Latin America, Cases and Attitudes, (New York: Knopf, 1966, pp. 124-25.

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READING # 9 (Cont.)
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READING #10 - Latin American Economic Underdevelopment
Víctor L. Urquidi, The Challenge of Development in Latin America, (New York: Praeger, 1964), pp. 13-14 & 26-27.

READING #11 - Cultural Effects of the Mexican Revolution
Paz, Labyrinth of Solitude, p. 153.

READING #12 - Selection from The Underdogs
Mariano Azuela, Los de Abajo, Novela de la Revolución Méxicana (Mexico-Buenos Aires: Fondo de Cultura Económica, 1958), pp. 61-63.

READING #13 - A Chilean Poem
Gabriela Mistral, "Meciendo," Imbert and Florit, Literatura Hispanoamericana, p. 573.

READING #14 - A Guatemalan Poem
Miguel Angel Asturias, "Barefoot Meditations, "Earl Jones,"Miguel Angel Asturias, Guatemala Nobel Prize for Literature 1967, A Review of High Life and Works with Preliminary Translations," (College Station, Texas: Programa de Educacion Interamericana, 1967), pp. 9-10 & 12.

LATIN AMERICAN COUNTRIES CHART (Sample)

COUNTRY: Chile — REGION: Southern South America

AREA: 286,400 sq. mi. — POPULATION: 8,925,000 (1967 estimate)

OUTSTANDING PHYSICAL FEATURES: Atacama Desert in north; Central Valley where most live; Lake Region in south; Andes dominate throughout; north-south distance, 2,630 mi.; east-west distance, no more than 250 mi.; known as the "shoestring" country.

CENTERS OF POPULATION: Santiago, capital, 2,500,000; Valparaíso, port in central Chile, 260,000; Concepción, 195,000; Antofagasta, port in north, 110,000: Valdivia, 100,000.

PEOPLE: In 1960, 49.5% was 20 years or younger, and 4.2% was 65 years or older. In 1960, 31.8% was rural; 68.2% urban. Technically white, but with large Indian admixtures; some surviving pure Indians.

LANGUAGE: Spanish, a few Indian languages spoken by a small minority

EDUCATION: 83.6% literacy (1960) for all over 6 years of age; schooling free and compulsory, 7-15 years of age; 70% of students in public schools and 30% in private schools at primary and secondary levels; two major universities and other institutions of higher education; shortage of schools and teachers.

FAMILY STRUCTURE: Family life among poor is insecure because of rural and urban poverty; father dominates in family unit; mother dominates if home is broken; large numbers of orphans and cast-off children cared for by Church and government agencies.

WORK OF PEOPLE: 20%, white collar or professional; 33%, farmers or farm workers; 47%, fishermen, miners, skilled or unskilled workers or servants.

CHIEF EXPORTS AND BUYERS: In 1961: copper, 60.6%; nitrates and iodine, 7.7%; iron, 1.5%; small and medium mines, 14.6%. In 1961: Europe, 47%; United Kingdom, 23%; United States and Canada, 13%; Latin America, 10%; rest of world, 7%.

IMPORTS AND IMPORTERS: Machinery, coal, petroleum, cotton, foodstuffs; U.S., 50%, United Kingdom and Western Europe, 30%, other world areas and Latin America, 20%

PERCAPITA INCOME: $501 (1965)

COLONIAL STATUS: Belonged to Spain; in the Viceroyalty of Peru; under the captaincy-general of Chile

LEADING PERSONALITIES, PAST AND PRESENT: Pedro de Valdivia, set up Spanish power in Chile; Alonso de Ercilla y Zúñiga, wrote epic poem, "La Araucana"; Bernardo O'Higgins, helped free Chile from Spanish rule; José Toribio Medina, historian; Francisco Encina, historian; Luis Galdames, historian; Gabriela Mistral, poetess; Pablo Neruda, poet.

PRESENT GOVERNMENT:

PRESENT POLITICAL LEADER: Eduardo Frei Montalva, Christian Democrat

HOW AND WHEN CAME TO POWER: By election in 1964

MAJOR POLITICAL PARTIES AND SOURCES OF SUPPORT:

Conservatives, wealthy landowners and businessmen, control a lot of congressional votes

Christian Democrats, a coalition of liberal Catholics and middle-of-the-road Socialists

Communist Party, revolutionary, works for rural and union urban support

Socialist Party, extremely revolutionary, support from some urban workers and some students

PROBLEMS: Land reform; currency inflation; dependence on copper exports and fluctuations of copper prices on international market; strengthening of democratic processes in face of conservative old aristocracy and extreme left; building more schools and providing more teachers; improving housing; providing more government services to the rural and urban dwellers; getting revenue for government projects; disparity between income earned from taxes on exports and imports and amount of money paid out for imports.

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TRANSPARENCY MASTERS

The Americas

Middle America, Surface Configurations

South America, Surface Configurations and Four River Systems

Factors Influencing Climate

Rainfall in Central and South America

Population Islands

Middle America: Its Regions

South America: Its Regions

Early Civilizations

Pre-Columbian Indian Civilizations (About 1500)

Spanish Viceroyalties in the New World

Local Government in Nineteenth-Century Latin America

Latin American Exports

Population Growth

Occupation

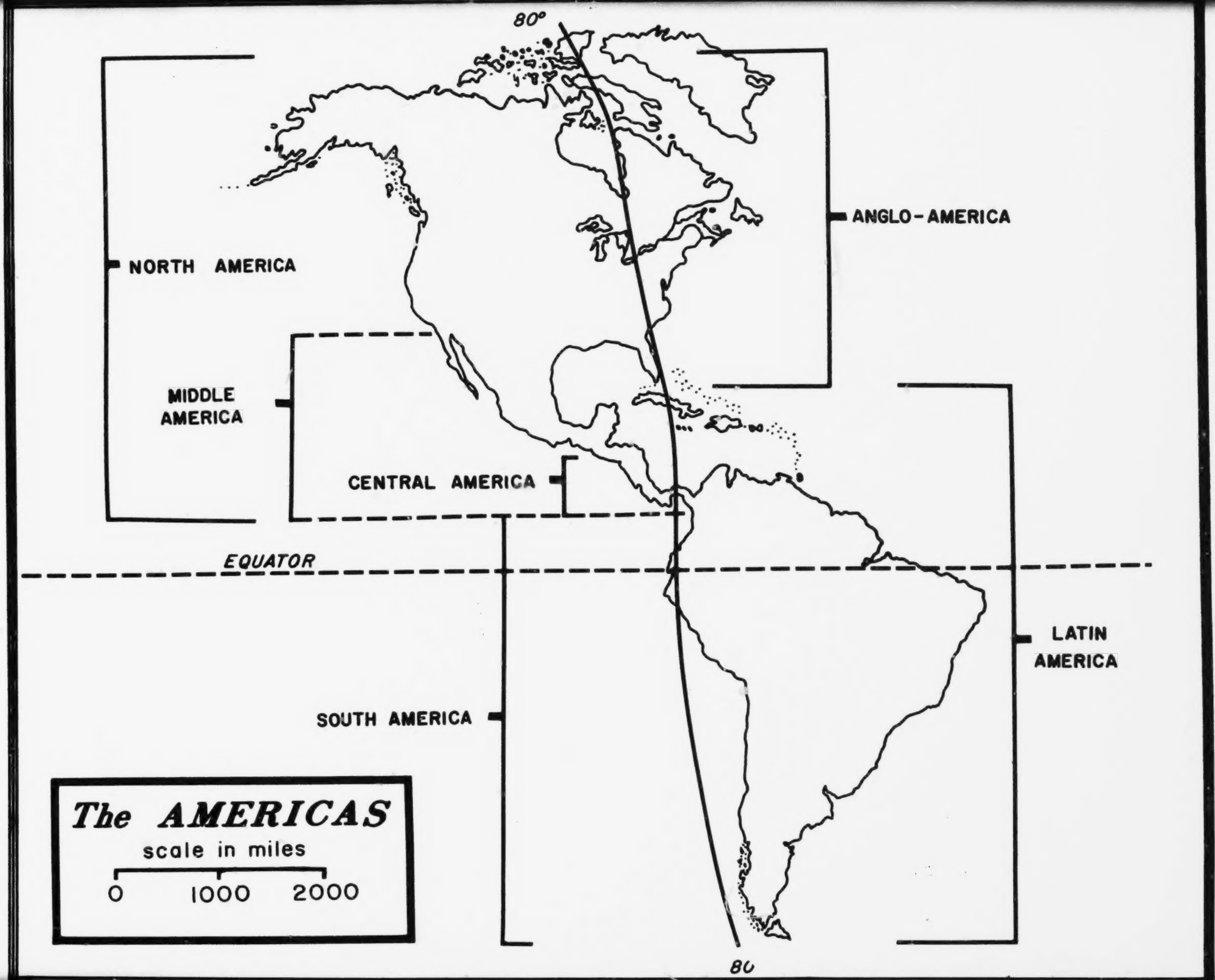
Literacy

Life Expectancy

Land Distribution in Latin America

Land Distribution in Argentina

Land Distribution in Brazil


80°
NORTH AMERICA
ANGLO-AMERICA
MIDDLE AMERICA
CENTRAL AMERICA
EQUATOR
SOUTH AMERICA
LATIN AMERICA
80
The AMERICAS
scale in miles
0
1000
2000

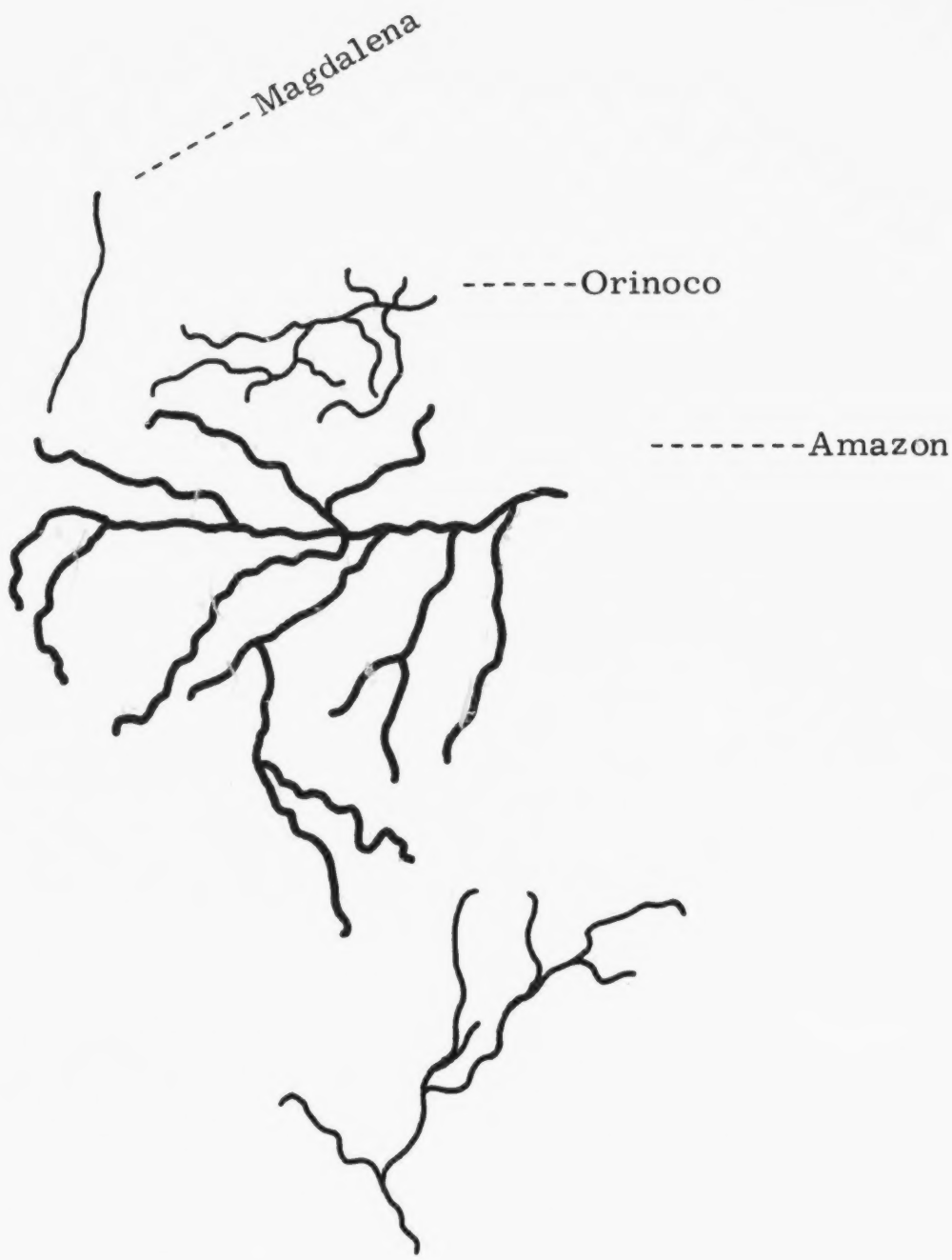
MIDDLE AMERICA
Surface Configuration

Lowlands

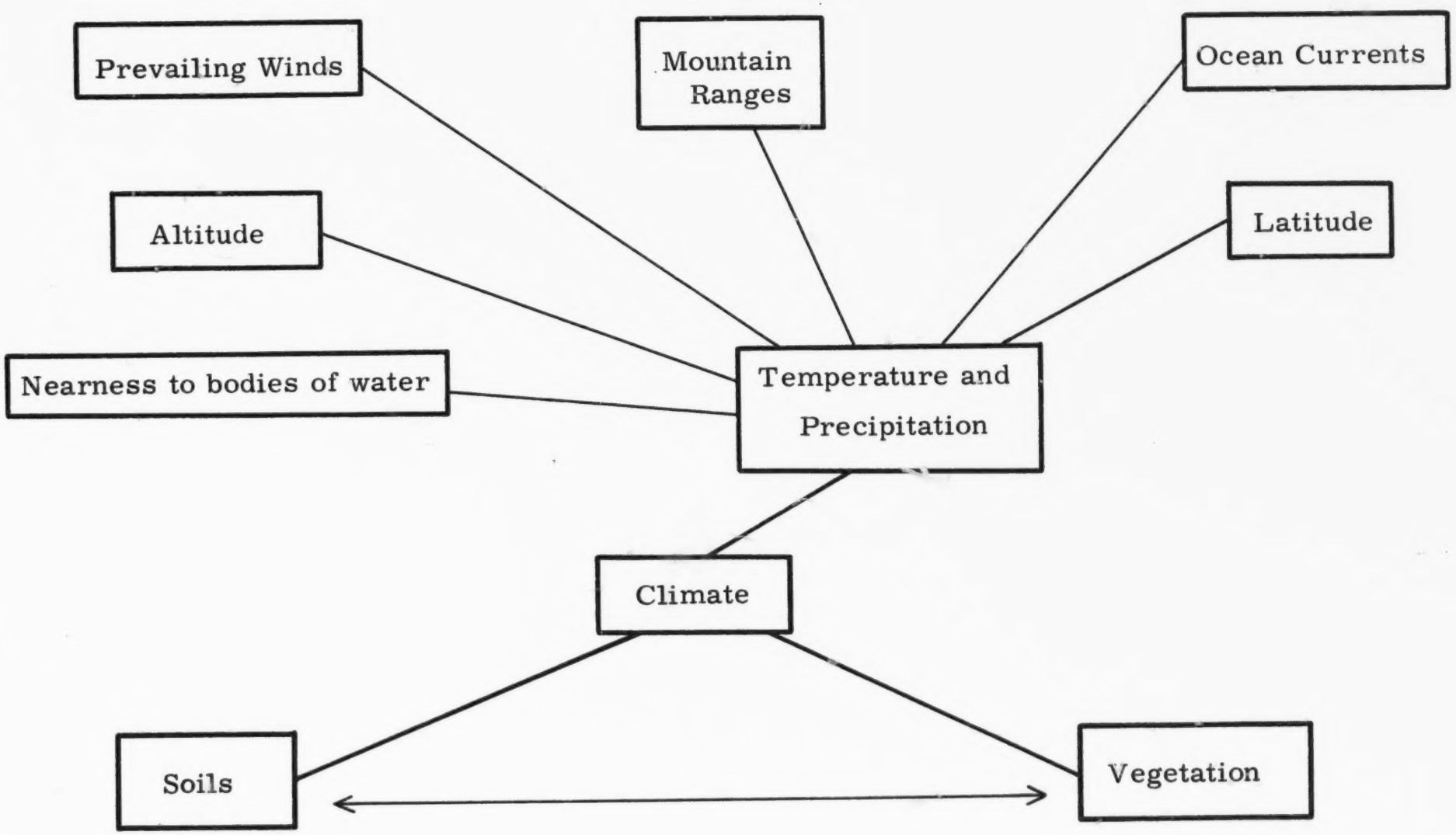
Mountains and Highlands

SOUTH AMERICA
Surface Configuration
and River Systems

Lowlands
Low Highlands
High Highlands
Mountains


------Magdalena
------Orinoco
--------Amazon
---------- Rio de la Plata

FACTORS INFLUENCING CLIMATE



RAINFALL IN
CENTRAL AND SOUTH
AMERICA

Rainfall
- Under 20"
- 20" to 40"
- 40" to 80"
- Over 80"

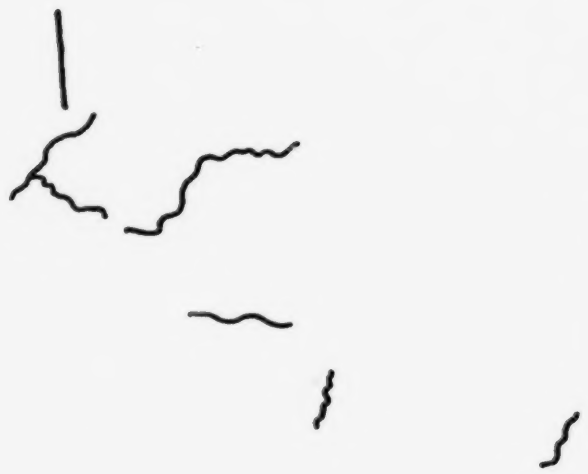
POPULATION ISLANDS

Areas of dense population
Relatively empty areas

(A) MIDDLE AMERICA: ITS REGIONS

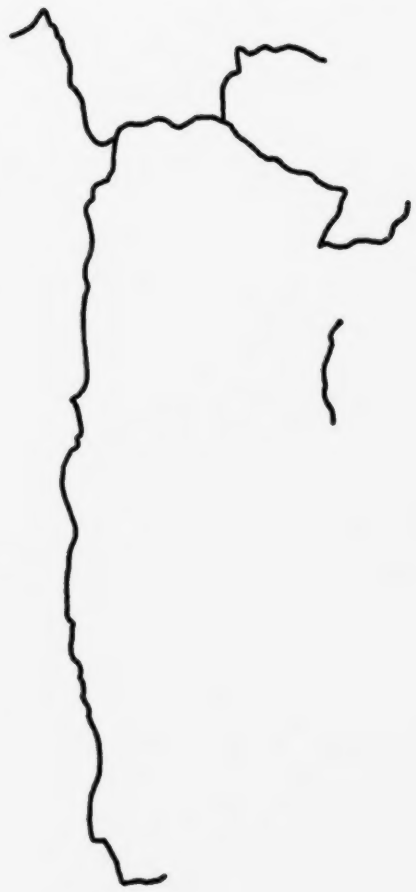
Mexico

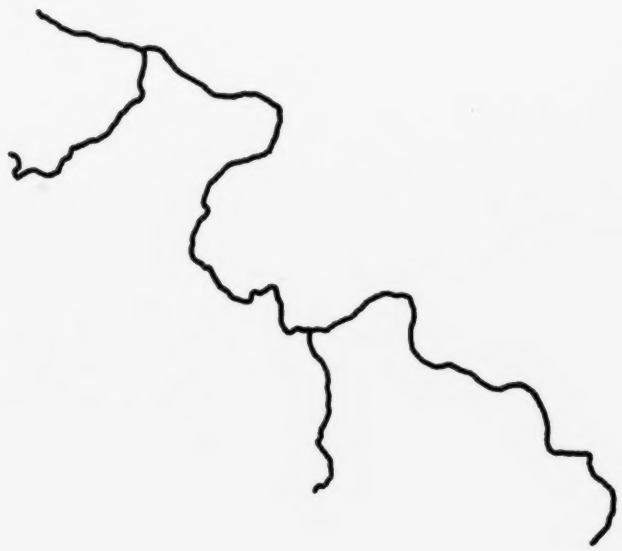
Central America



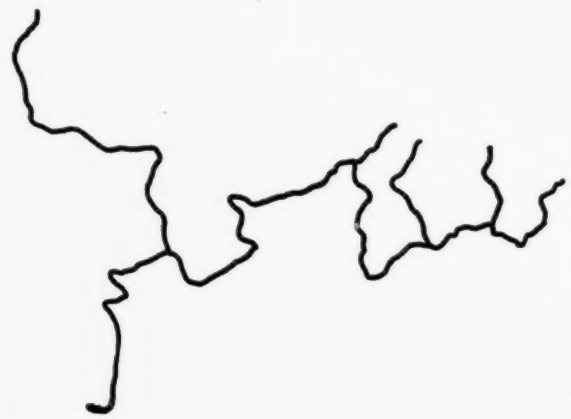
(B) SOUTH AMERICA: ITS REGIONS

Southern South America





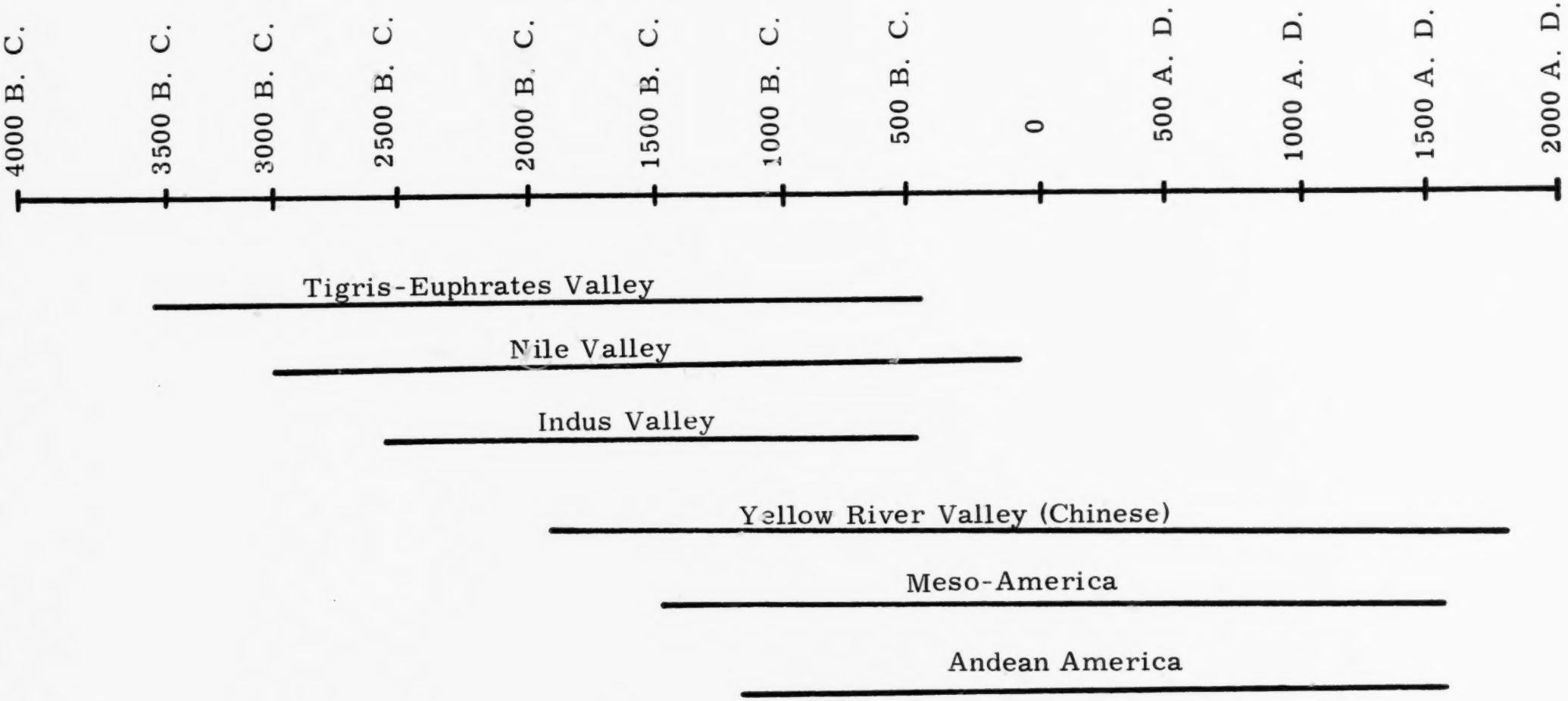
Andean Countries



Northern South America

Brazil

EARLY CIVILIZATIONS[1]

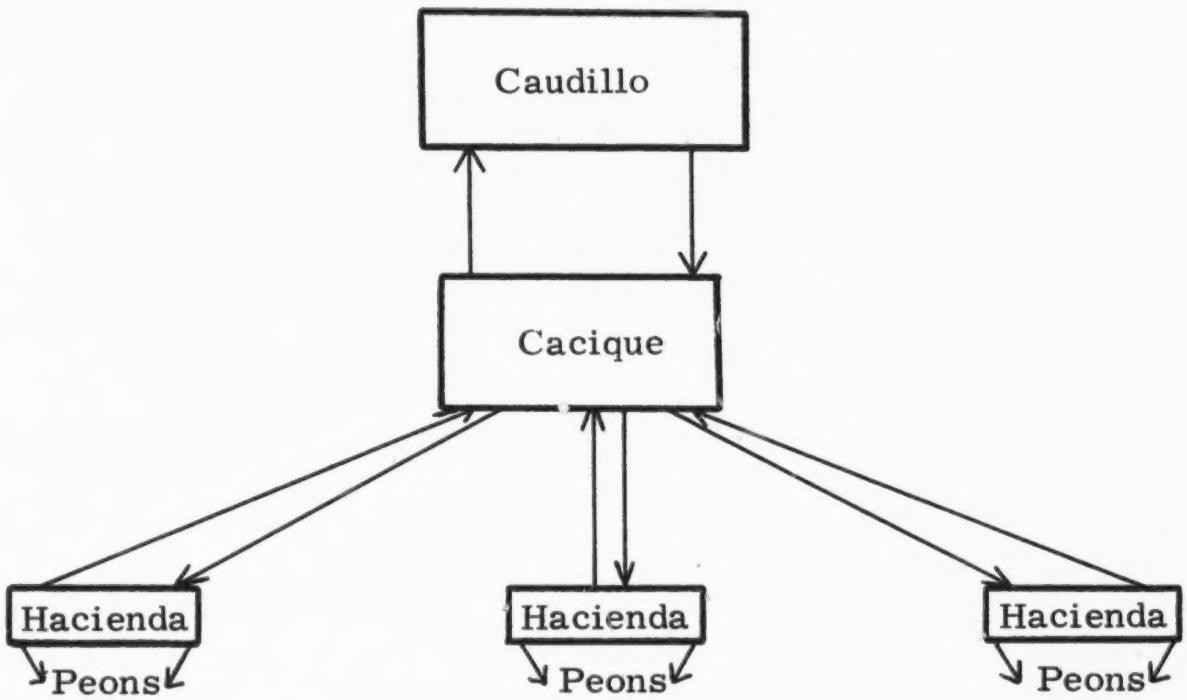


[1]The Editors of LIFE, The Epic of Man (New York: Time, Inc., 1961).

Pre-Columbian
INDIAN CIVILIZATIONS
(About 1500)

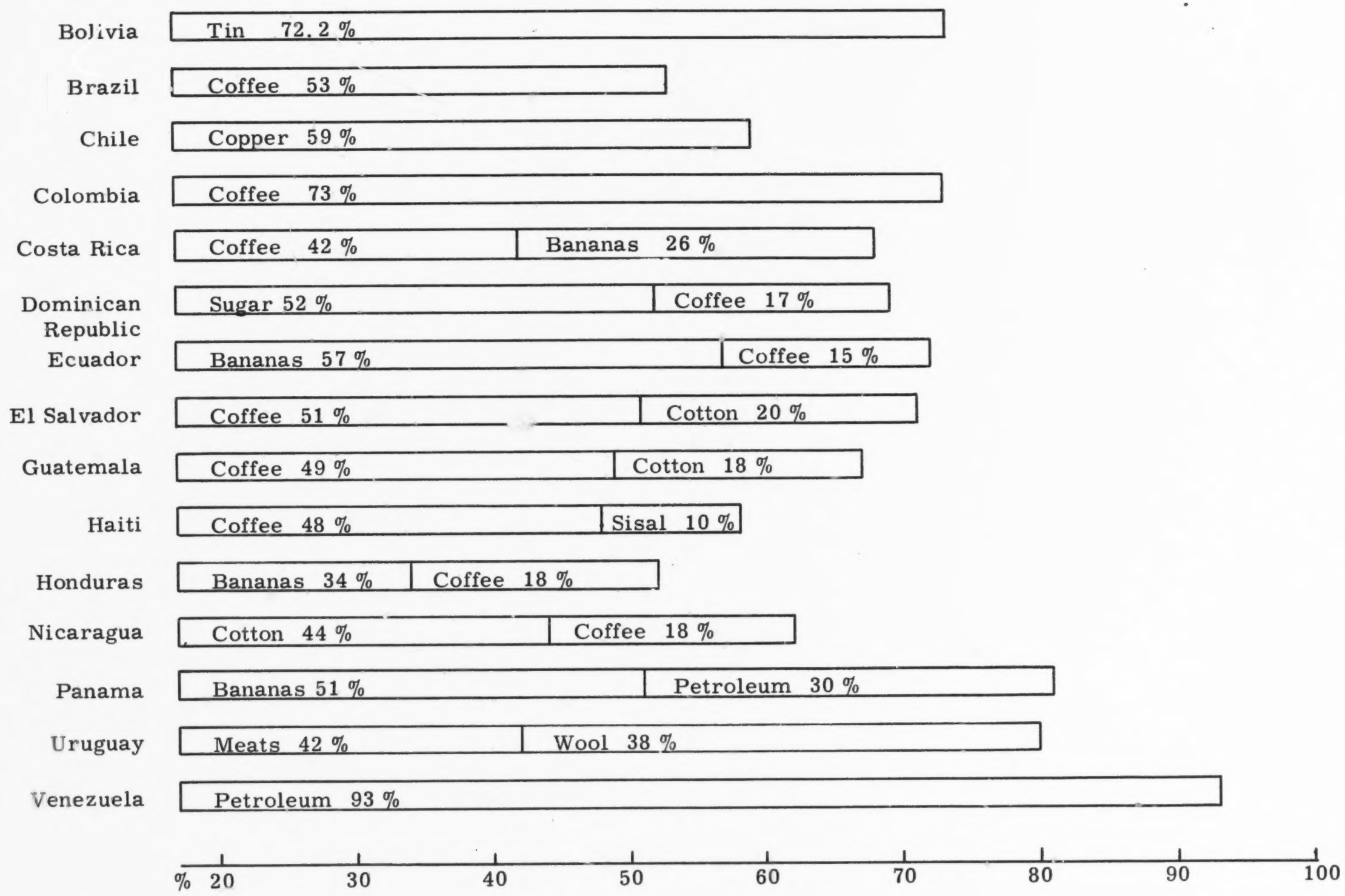
SPANISH VICEROYALTIES
in
THE NEW WORLD

LOCAL GOVERNMENT IN NINETEENTH-CENTURY LATIN AMERICA



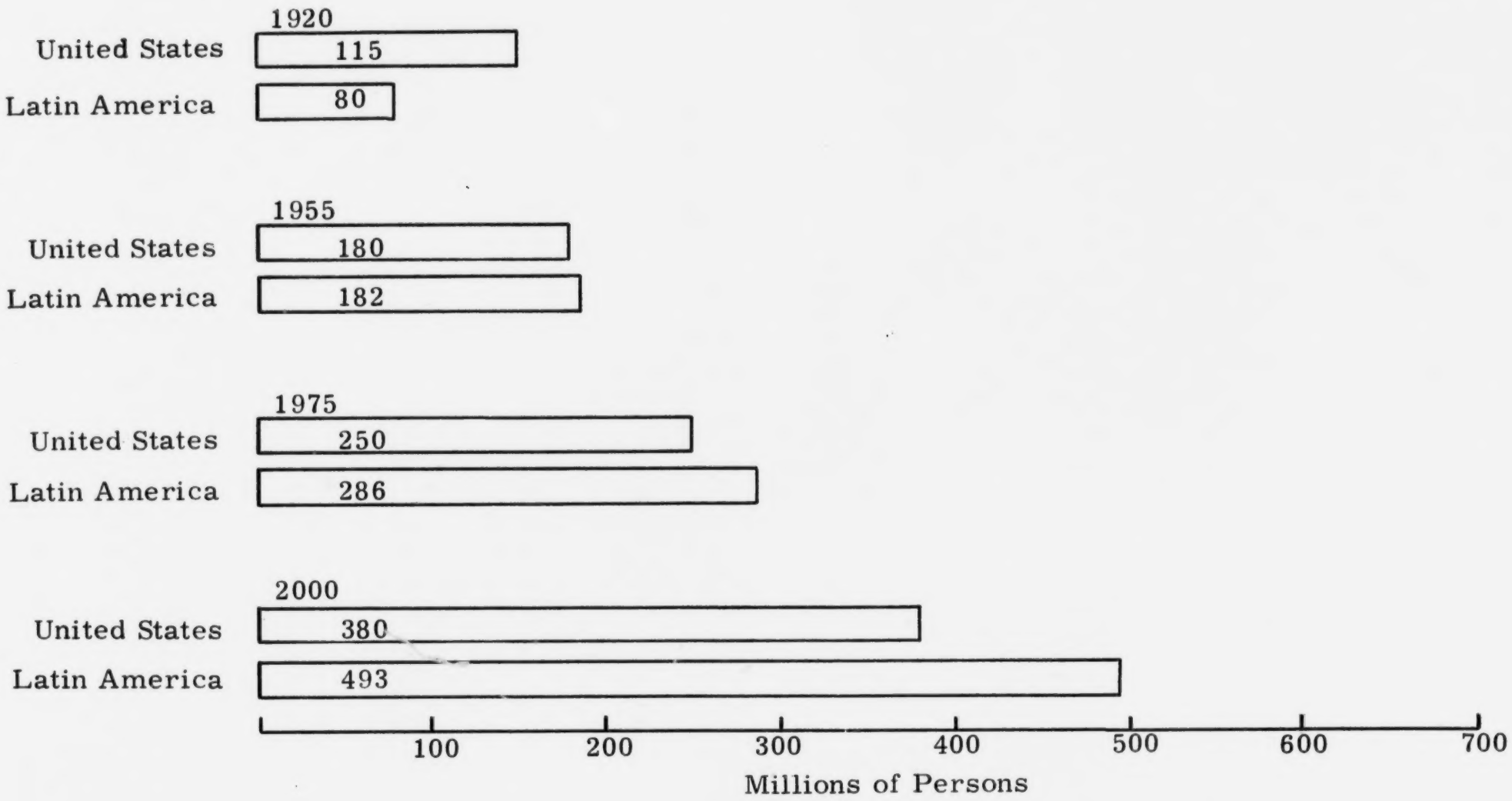
[1]Adapted from Preston and Tottle, In Latin American Lands, p. 151.

LATIN AMERICAN EXPORTS: Depending on One or Two Export Products (1964)[1]



[1]Latin American Center. Statistical Abstract of Latin America 1965 (Los Angeles: University of California, 1966), p. 143.

POPULATION GROWTH
Past and Future[1]

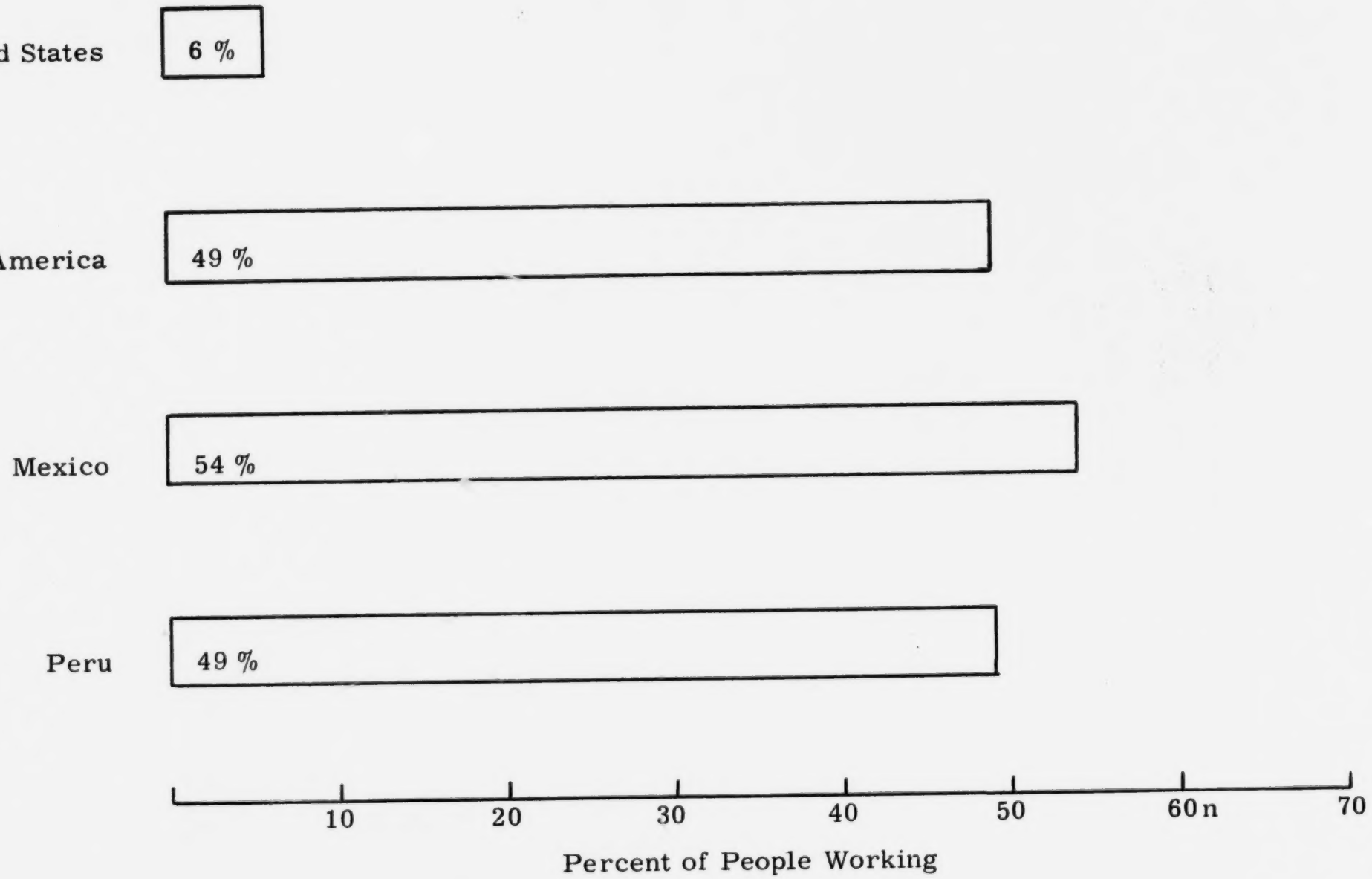


[1]Pan American Union, "How Does the OAS Face Economic Problems?" Washington, D.C.: Pan American Union, n.d.

OCCUPATION:

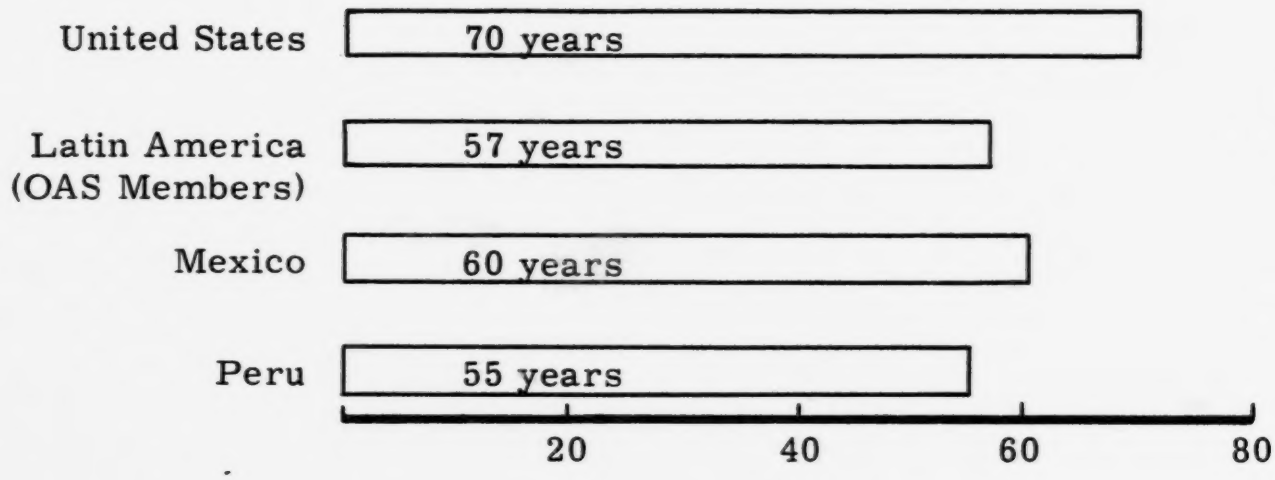
Farmers, Fishermen, Hunters, Loggers and Related Workers[1]

in 1960

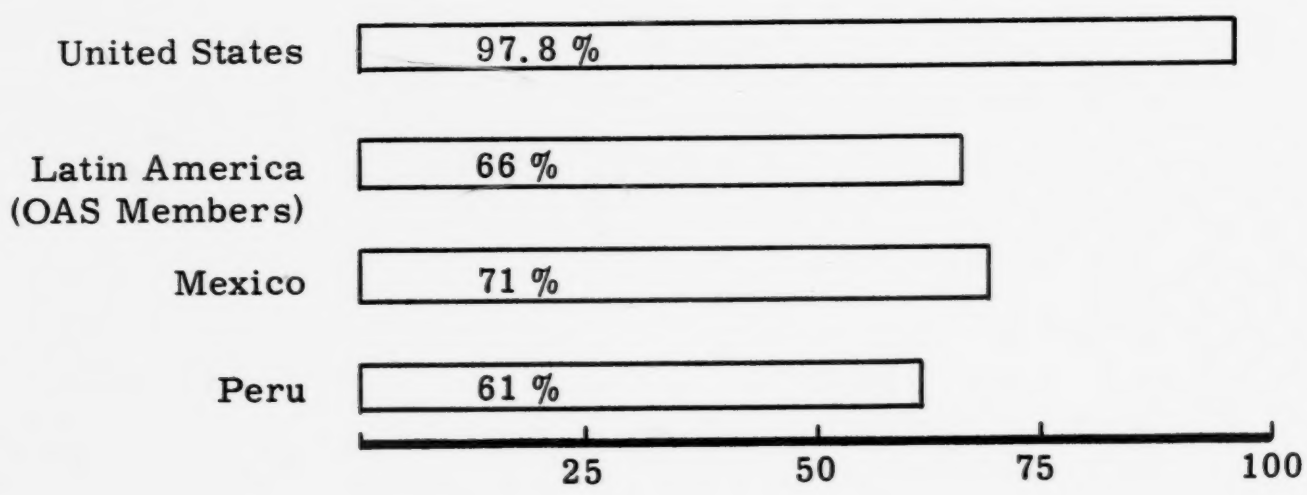


[1]Latin American Center, Statistical Abstract of Latin America 1965 (Los Angeles: University of California, 1966), pp. 54-55.

LIFE EXPECTANCY (1965)[1]



LITERACY (1960)[2]

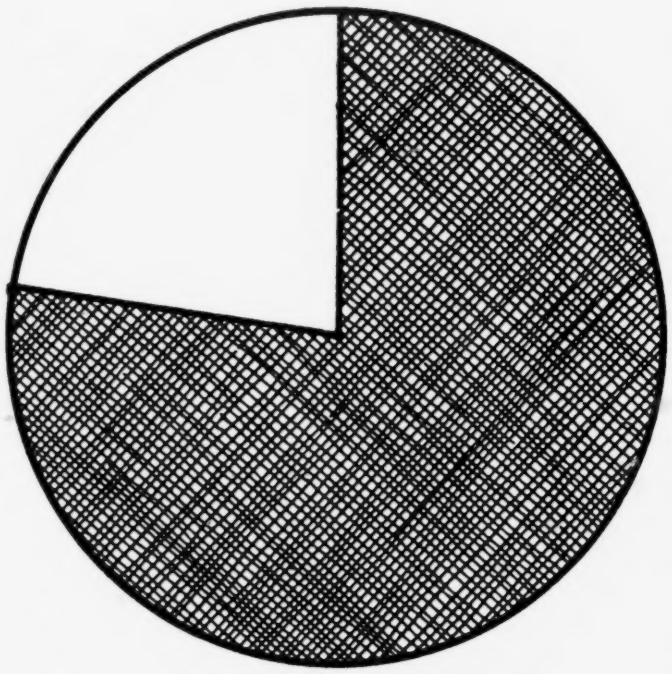


[1]United States Department of Commerce Statistical Abstract of the United States, 1967 (Washington, D.C.: U.S. Government Printing Office, 1967) p. 54, p. 118.

[2]United States Department of State, Committment for Progress (Washington, D.C.: U.S. Government Printing Office, 1967), p. 31.

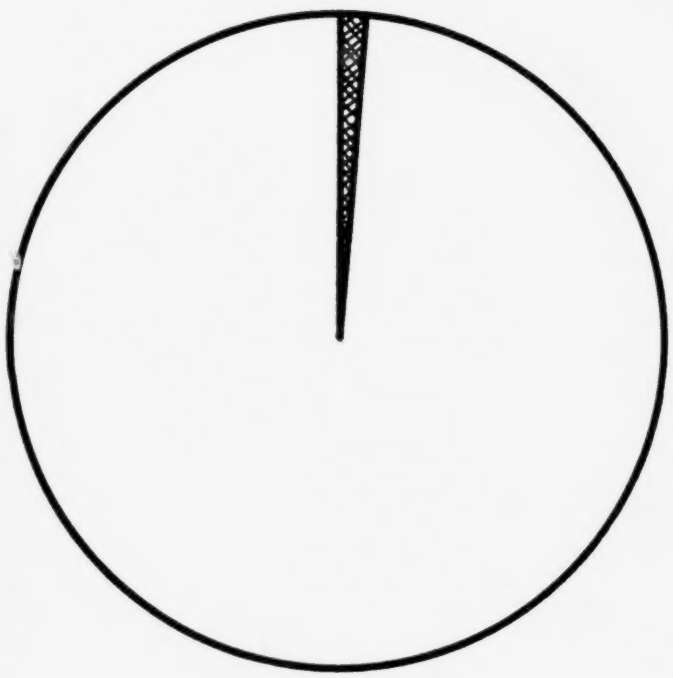
LAND DISTRIBUTION IN LATIN AMERICA

(1960)[1]

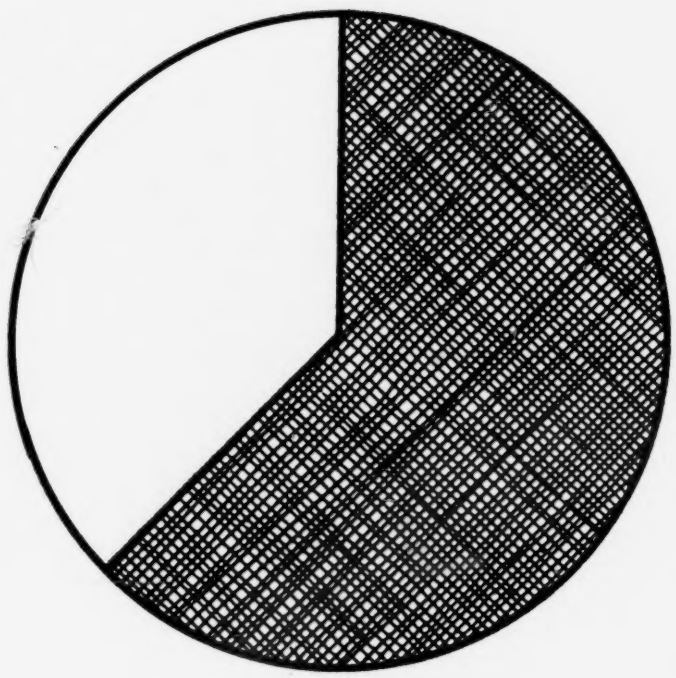


76.3 % of the land holders.....

hold 4.5 % of the agricultural land.



1 % of the land holders.....

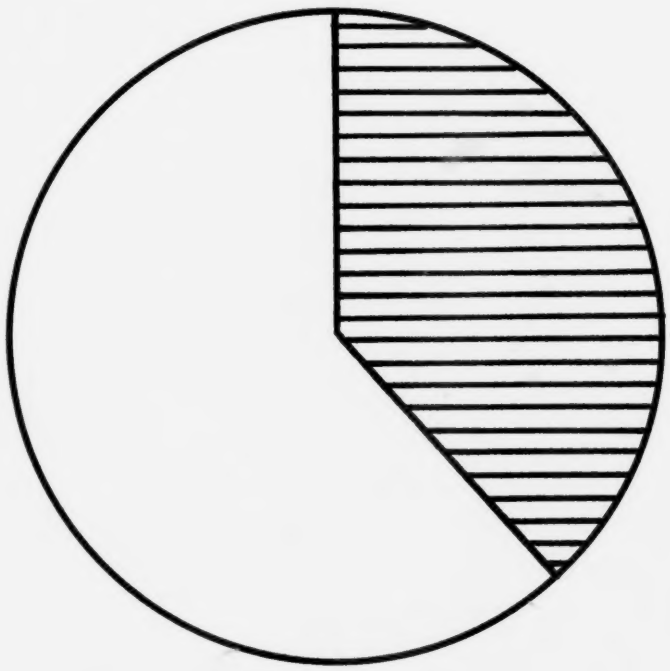


hold 62.2 % of the agricultural land.

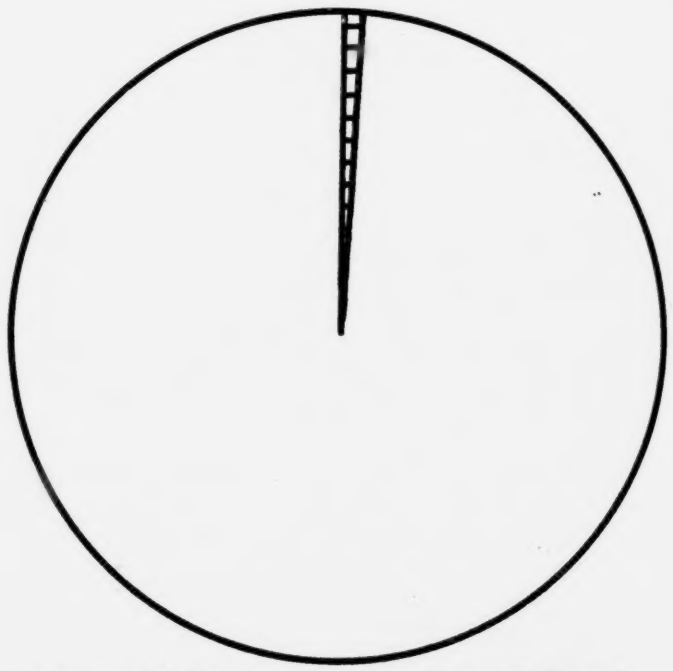
[1]Oscar Delgado (ed.), Reformas Agrarias en la América Latina (Mexico-Buenos Aires: Fondo de Cultura Económica, 1965), p. 735.

LAND DISTRIBUTION IN

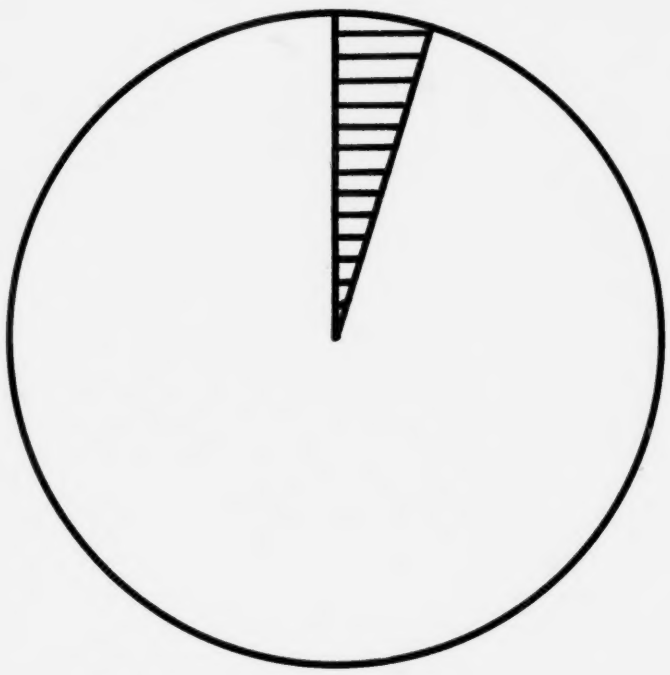
ARGENTINA (1960)[1]



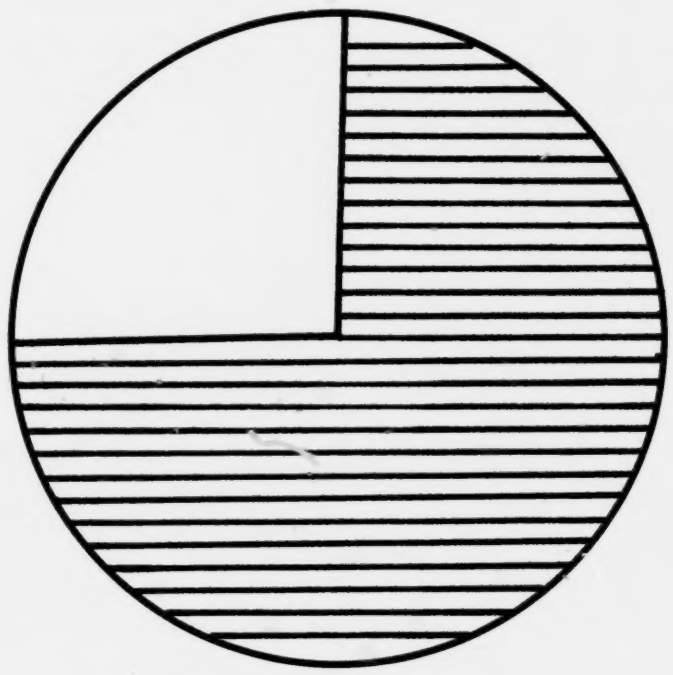
43.2% of the land holders .....



hold 1.0% of the agricultural land.



5.7% of the land holders .....

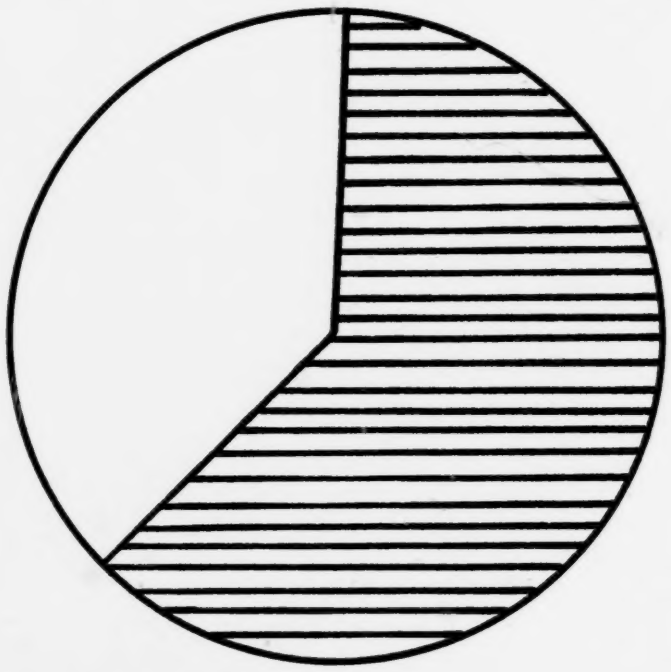


hold 74.4% of the agricultural land.

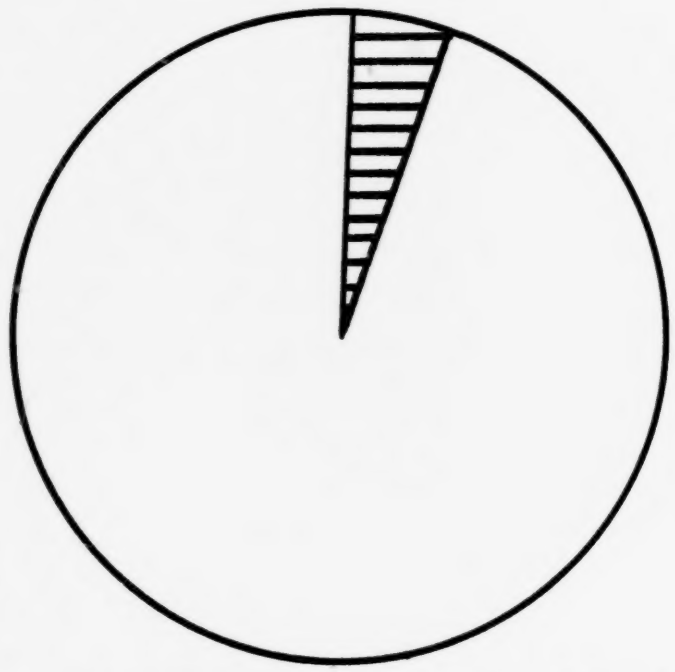
[1] Ibid., p. 740.

LAND DISTRIBUTION IN

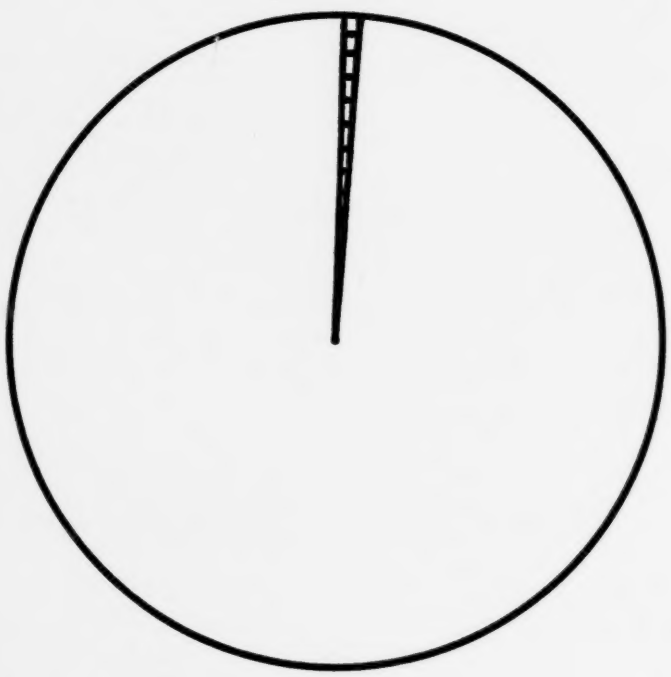
BRAZIL (1960)[1]



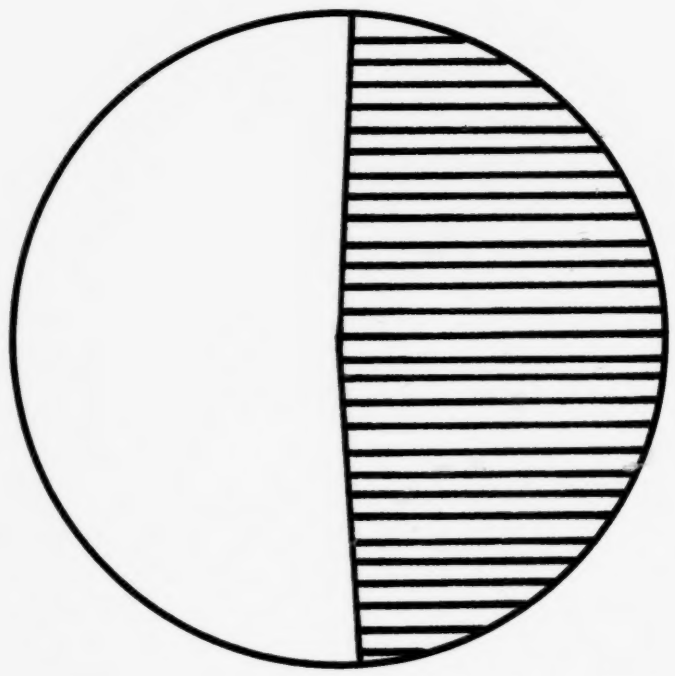
61.2% of the land holders .....



hold 5.1% of the agricultural land.



1.0% of the land holders .....



hold 47.3% of the agricultural land.

[1] Ibid.